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September 12, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman *PH*

**RE: STAFF REPORT: EARLY CHILDHOOD EDUCATION: READING IN THE
PRIMARY GRADES: SCIENTIFICALLY BASED INSTRUCTIONAL
MATERIALS, HM 109**

Introduction

Reading is the fundamental skill upon which all formal education is based. However, on the 2005 National Assessment of Educational Progress (NAEP) only approximately 31.0 percent of fourth grade students in the United States scored at or above proficient in reading; and in New Mexico, only approximately 21 percent of students scored at or above proficient in reading. In 2000, the National Reading Panel, assembled in response to congressional mandate, issued a report that assessed the status of research-based knowledge about teaching children to read, including the effectiveness of various approaches as demonstrated in experimental peer-reviewed studies. The report of the National Reading Panel has given educators and policymakers a new understanding of what schools must do, especially in the primary grades, to prevent reading problems and ensure that nearly all students in the early grades learn to read well enough to learn from what they read as they proceed through school.

Recognizing the importance of the relationship between reading and educational success, the Legislative Education Study Committee (LESC) has heard presentations on early literacy during every interim since 2001, and has sponsored successful legislation and appropriated funds to provide resources for literacy for young students. For the 2007 interim, the LESL Workplan includes a staff report on reading in the primary grades with a focus on the success of the reading initiatives around the state that are currently in place as demonstrated by evaluation data.

In general, in fact, there appears to be good news on the reading front, according to the Public Education Department's (PED) analysis of the scores from the spring 2007 New Mexico standards based assessment, released by PED on August 31, 2007. The percentage of students at some (but not all) grade levels who are proficient readers has increased over the past two years. In particular, Native American students in most grade levels, and Hispanics, African-Americans, and English language learners at about half of the tested grade levels, are showing increased reading proficiency. At the third grade level, the percentage of every group in the state except Asian-Americans reading at the Beginning Step level declined by one or two percentage points in two years. This report will explore some of the initiatives that may be contributing to this success.

Scientifically Based Reading Research

In 1997, the National Reading Panel undertook what it described as a comprehensive, formal, evidence-based analysis of the experimental and quasi-experimental research literature relevant to a set of selected topics (alphabets, fluency, comprehension, teacher education, and computer technology) judged to be of central importance to teaching children to read. The panel screened over 100,000 studies to examine only those that addressed the selected topics and met rigorous research methodological standards; and the panel specifically deferred considering issues relevant to second language learning to a future study. Based on its review of the research, the panel identified the essential components of effective reading instruction that have come to be known as the "five big ideas." These include explicit and systematic instruction in the following skills:

- **Phonemic awareness**—the ability to hear, identify and manipulate individual sounds in spoken language;
- **Phonics**—an understanding of the predictable relationship between the sounds of spoken language and the letters and spelling in written language;
- **Vocabulary development**—including listening, speaking, reading, and writing vocabulary;
- **Reading fluency, including oral reading skills;** and
- **Reading comprehension strategies.**

The findings of the National Reading Panel were augmented in 2006 when the National Literacy Panel on Language-Minority Children and Youth, funded by the US Department of Education (USDE) and the National Institute for Child Health and Human Development, issued a report of its assessment and synthesis of the research on literacy instruction for language-minority students and included the following findings:

- Instruction that provides substantial coverage in the key components of reading identified by the National Reading Panel has clear benefits for language-minority students;
- Such instruction is necessary, but not sufficient; oral proficiency in English is critical, although student performance suggests that it is often overlooked in instruction; and
- First language literacy is likely to be an advantage in the acquisition of English literacy.

Both the National Reading Panel and the National Literacy Panel indicated in their reports that much work remains to be done in the field of reading research. Of the large number of reading studies identified by the National Reading Panel, only a small fraction met its rigorous methodological standards, and the National Literacy Panel stated that a key finding of its work was that research on acquiring literacy in a second language—an issue of growing concern throughout the country—remains limited. In April 2007, the National Literacy Panel announced the formation of the Commission on Reading Research, a new national panel to review research on how students in kindergarten through grade 12 learn to read and the effectiveness of various approaches to teaching reading.

Despite the need to add to the research on reading instruction, there is ample evidence of what works that is already available to educators to inform their practice. As the Center for the Improvement of Early Reading Achievement states, the work of the National Reading Panel challenges educators to consider the evidence of effectiveness whenever they make decisions about the content and structure of reading instruction programs. The Center recommends that:

By operating on a “what works” basis, scientific evidence can help build a foundation for instructional practice. Teachers can learn about and emphasize methods and approaches that have worked well and caused reading improvement for large numbers of children. Teachers can build their students’ skills efficiently and effectively, with greater results than before. Most important, with targeted “what works” instruction, the incidence of reading success should increase dramatically.

New Mexico Reading First

One year after the release of the report of the National Reading Panel, when Congress passed the *No Child Left Behind Act of 2001* (NCLB) it created a new Reading First initiative whose purposes are to provide assistance to state and local educational agencies to do the following:

- establish reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above no later than the end of grade 3;
- prepare teachers, including special education teachers, through professional development and other support, to identify specific reading barriers facing their students, and to have the tools to effectively help their students learn to read;
- select or administer screening, diagnostic and classroom-based instructional reading assessments;
- select or develop effective instructional materials (including classroom-based materials to assist teachers in implementing the essential components of reading instruction), programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure within a state; and
- strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all students.

The act provides for the award of six-year formula grants to states, the size of which are determined by the relative proportion of children from low-income families living in the state,

upon the submission by the state of an application to the USDE that USDE deems meets statutory requirements.

The guidance document promulgated by USDE for Reading First in April 2002 summarizes the key issues established in law that a state educational agency (PED) must address in its Reading First application, as follows:

- establishment of Reading Leadership Team to coordinate the development of the application and assist in the oversight and evaluation of the state's Reading First program (see Attachment 1, 2002 New Mexico Reading Leadership Team; Attachment 2, current state Reading Leadership Team (appointed in FY 05);
- expansion of Reading Excellence activities, if the state had received a Reading Excellence grant prior to the passage of NCLB in 2001;
- participation by the state and its subgrantees in the national evaluation of Reading First; and
- development of a Reading First plan including:
 - identification of reading assessments with proven validity and reliability;
 - identification of scientifically based materials and programs;
 - professional development;
 - implementation of the essential components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary development, and comprehension);
 - description of the subgrant process;
 - program coordination; and
 - evaluation strategies, including, to the extent practicable, a contract with an entity that conducts scientifically based reading research to evaluate the Reading First program.

In August 2002, the New Mexico State Department of Education (now PED) submitted its Reading First application to USDE. In September 2002, USDE announced that the state would receive approximately \$55.0 million over six years beginning in FY 03 to implement a Reading First program. Each year, USDE announces Reading First allocations to states based on the amount appropriated by Congress and the relative proportion of low income, Title I eligible students in each state. During the six year grant period from federal FY 02 through FY 07, PED states that New Mexico has been allocated \$57,204,780 in Reading First funds.

Eligibility for Reading First Subgrants

Reading First funds flow from the state to school district subgrantees, and from districts to schools. Federal law establishes minimum eligibility criteria both for school districts that wish to apply to state educational agencies for Reading First subgrants, and for award of Reading First funds by subgrantee districts to their schools. In their approved state applications, state educational agencies must describe the specific dimensions and characteristics of the challenges to reading instruction in their states; based on those needs, the states establish their own eligibility criteria for awards to school district subgrantees, and criteria for funding awards by subgrantee districts to the participating schools identified in district proposals (see Attachment 3, Reading First Eligibility Criteria and Competitive Priorities).

Since New Mexico received its Reading First award in 2002, PED has conducted three rounds of competition for Reading First subgrants, in 2003, 2004, and 2006. In each instance, PED has issued a Request for Proposal (RFP) for school districts that meet federal and state eligibility

requirements to apply for Reading First programs. Districts may apply on behalf of their eligible schools that wish to implement Reading First.

PED states that its current subgrantees, including those in the 2006 competition, were selected based on criteria established in the original 2002 approved state Reading First application. In 2005, the Instructional Support and Vocational Education Division of PED submitted a revised application to USDE that established new criteria, which PED says will apply to future rounds of awards to school districts. According to PED, the primary reason for submitting a revised state plan was to alter the way in which state technical assistance is provided to Reading First programs based on the experience of the first years of Reading First in New Mexico. However, because the state's efforts to improve early literacy have moved many 3rd grade students out of the lowest category on the state standards-based assessment (Beginning Step) and into the second lowest category (Nearing Proficiency), PED also needed to establish new award criteria to open up eligibility to more school districts. A list on the USDE website shows that only 20 New Mexico school districts would be eligible for a new Reading First subgrant based on the current test data and previous eligibility criteria. Of the 36 school districts that have ever received New Mexico Reading First grants, most have improved their early literacy to the extent that only six would be eligible for new grants under the old eligibility criteria (see Attachment 4).

Issue: The previous district eligibility requirements established by PED appear to have limited the field of potential applicants too much. Have the revised requirements been analyzed to determine if they fairly target the districts most in need without unduly restricting access to Reading First funds?

Non-negotiable Components of New Mexico Reading First Programs

The 2006-2007 school year New Mexico Reading First RFP contains a list of components established by PED that must be included in all programs. These include:

- use of a scientifically based reading research core reading program, supplemental materials for Strategic¹ students and intervention materials for Intensive² students;
- a 90-minute uninterrupted reading block;
- 30 additional minutes for Strategic students;
- 60 additional minutes for Intensive students;
- use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) instrument to screen students and monitor progress, administered in September, January, and May with results submitted electronically as required by PED;
- use of specified diagnostic instruments for Intensive students not showing progress after systematic and intensive instruction;
- site-specific professional development;
- attendance at New Mexico Reading First professional development;
- employment of a reading coach; and
- use of a teleconferencing system.

The 2006-2007 RFP also included a list of approved core reading, intervention, and supplemental programs for Reading First subgrantees (see Attachment 5).

¹ Students at moderate risk for reading problems, requiring strategic intervention.

² Students at high risk for reading problems, requiring intensive intervention.

New Mexico Reading First Subgrants

A total of 110 public schools in 36 school districts have received three year awards, and PED states that it has extended funding for 73 of those schools for one or two additional years when the school sought an extension and student reading assessments showed that the program was producing good results (see Attachment 6, New Mexico Reading First Cohorts and Schools, which shows the school districts that have received Reading First subgrants, the participating schools, and starting date and duration including extensions of each school's award of funds.)

New Mexico Reading First Statewide Evaluation Results

The Center for Children and Technology of the Education Development Center (EDC), a nonprofit research and development organization based in New York City, has been the evaluation contractor for New Mexico Reading First since the inception of the program. According to PED, the EDC evaluation plan includes the following:

- analysis of DIBELS and other assessment results reported by schools and districts;
- summary of responses to surveys of Reading First school administrators and teachers,
- narrative of observations during, and recommendations based on, site visits to a sample of Reading First schools each year;
- focused studies on topics requested by PED, including the role of hand-held computers in supporting student assessment and the impact of Reading First on Native American students; and
- identification of best practices based on student assessment data regarding:
 - ◆ use of assessment to inform instruction;
 - ◆ use of interventions to support the most struggling readers, ELL students, Native American students, and Spanish speaking students; and
 - ◆ strategies that best support an overall effective reading program.

The large volume of evaluation data provided by EDC precludes a simple synopsis. However, the June 2007 year end report for school year 2006-2007 draws upon analyses and data reported since September 2003 to cover the full four years of the program, and makes the following key findings:

- During school year 2006-2007, there were gains in the number of students at Benchmark³ at all grade levels.
- When disaggregated by ethnicity, Hispanic, Native American and white students all made gains at all grade levels, as follows:
 - the percentage of Hispanic students at Benchmark made the greatest gains of all groups, increasing by approximately 25.2 points;
 - white students at Benchmark increased by approximately 21.2 percentage points; and
 - Native American students at Benchmark increased by approximately 16.6 percentage points.
- An analysis of data by funding cohort (that is, schools funded in 2003, 2004, or 2006) indicates that the New Mexico Reading First program is improving in its ability to support schools in implementing Reading First, with Cohort 3 schools making great gains during their first year of implementation.

³ Students at low risk for reading problems.

- As the data in Table 1 (below) indicate, at each grade level there are more students at Benchmark and fewer students at Intensive each year since the program began. For example, at the kindergarten level, the percentage of students ending the year at Benchmark rose from approximately 57 percent in April 2004 to approximately 81.3 percent in April 2007, and in third grade, the percentage of students ending the year at Intensive decreased from approximately 27.1 percent in April 2004 to 16.2 percent in April 2007.

Table 1: Percentages of NM Reading First Students at Benchmark and Intensive, 2004-2007

| All Students | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|--|----------------|----------------|----------------|----------------|
| Percentage of all students at Benchmark in April | 45 | 52.9 | 61.8 | 66.2 |
| Percentage of all students at Intensive in April | 28 | 21.9 | 16.9 | 13.6 |
| By Grade | | | | |
| Percentage of kindergartners at Benchmark in April | 57 | 69.5 | 78.5 | 81.3 |
| Percentage of kindergartners at Intensive in April | 21.6 | 15.1 | 9.5 | 7.5 |
| Percentage of first graders at Benchmark in April | 44.6 | 51.1 | 60.9 | 66.4 |
| Percentage of first graders at Intensive in April | 24 | 17.5 | 13.6 | 10 |
| Percentage of second graders at Benchmark in April | 38.7 | 46.7 | 54.7 | 59 |
| Percentage of second graders at Intensive in April | 37.9 | 30.7 | 25.1 | 20.9 |
| Percentage of third graders at Benchmark in April | 39.4 | 44.8 | 53.5 | 58.1 |
| Percentage of third graders at Intensive in April | 27.1 | 23.9 | 18.9 | 16.2 |

Source: Center for Children and Technology, Education Development Center, June 2007

- As Table 2 (below) indicates, with few exceptions, at the end of each year of program implementation, the increase in the percentage of students of all racial/ethnic groups at Benchmark has been greater than the previous year.
- Table 2 also shows that, overall, the achievement gap between Native American, Hispanic and white students has narrowed over time. In school year 2003-2004 and school year 2004-2005, Native American students made the greatest annual gains in the percentage of students reading at Benchmark; and in school year 2005-2006 and school year 2006-2007, Hispanic students made the greatest gains.

Table 2: NM Reading First Students at Benchmark and Intensive by race/ethnicity, 2003-2007

| Hispanic Students | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|--|----------------|----------------|----------------|----------------|
| Percentage of students at Benchmark in April | 42.1 | 51 | 60.2 | 66.1 |
| Change in percentage at Benchmark, September-April | +3.9 | +7.4 | +15.2 | +25.1 |
| Percentage of students at Intensive in April | 29.7 | 22.9 | 18 | 14 |
| Native American Students | | | | |
| Percentage of students at Benchmark in April | 45.3 | 51.5 | 54.5 | 58.8 |
| Change in percentage at Benchmark, September-April | +9.8 | +9.3 | +11.9 | +16.6 |
| Percentage of students at Intensive in April | 28.7 | 20.6 | 19.6 | 17 |
| White Students | | | | |
| Percentage of students at Benchmark in April | 59.2 | 59.9 | 67.8 | 74.8 |
| Change in percentage at Benchmark, September-April | +2.8 | +7.6 | +11.2 | +21.2 |
| Percentage of students at Intensive in April | 20.1 | 16.9 | 14 | 9.3 |

Source: Center for Children and Technology, Education Development Center, June 2007

When it compared changes in the percentage of students at Benchmark by grade level between September and April from school year 2003-2004 to school year 2006-2007, EDC noted other findings, as follows:

- Each year, kindergarten students show the most dramatic growth of any grade level from September to April in the percentage of students reading at Benchmark. The percentage of kindergartners at benchmark grew by over 30 percentage points in school year 2003-2004; approximately 40 points in school year 2004-2005 and school year 2005-2006; and approximately 55 points in school year 2006-2007.
- Each year, students across the program enter kindergarten with roughly similar needs, with fewer than 30 percent at Benchmark in September; however, in general the program appears to have become better able over time to prepare those kindergartners to achieve Benchmark status;
- The 2006-2007 school year was the first in which the percentage of first grade students at Benchmark grew between September and April. The percentage of first graders at Benchmark decreased by more than 10 percentage points over school year 2003-2004 and lesser amounts each succeeding year, whereas it increased by approximately 8 points in school year 2006-2007.
- During the 2006-2007 school year, students in second and third grade made positive growth, with third graders showing a large gain in the percent at Benchmark (approximately 18 percentage points, from roughly 40 percent in September and 58 percent in April), perhaps reflecting that this was the first cohort of students most of whose members participated in Reading First for a full four years.

In its June 2007 report, EDC analyzed the scores on the DIBELS assessment with those on the New Mexico 3rd Grade standards based assessment and found strong correlations between the two. EDC states a comparison of all DIBELS and New Mexico standards based assessment scores for 95 participating Reading First schools found strong correlations between the percentage of students scoring “Beginning Step” on the New Mexico standards based assessment and those at Intensive on the DIBELS; between those “Nearing Proficiency” on the New Mexico standards based assessment and Strategic on the DIBELS; and between those “Proficient” or “Advanced Proficiency” on the New Mexico standards based assessment and those at Benchmark on DIBELS.

EDC also states that it used the New Mexico standards based assessment results as an additional measure to understand the impact of Reading First. The percent of third grade students scoring in each category of the state assessment (beginning, nearing proficiency, proficient, and advanced) was compared for 93 Reading First schools and 23 schools that qualified for Reading First but did not participate. According to EDC, no significant differences were found, but there was a small trend of the non-participating schools performing better. To understand this result better, EDC performed an analysis of the difference in scores to see if the New Mexico standards based assessment scores varied for schools in the three funding cohorts. EDC states that the results were not statistically significant, but a trend could be seen among schools that have been participating in Reading First longer with a higher percentage of students scoring “Proficient” or better, and a lower percentage scoring “Beginning Step.”

EDC indicates that it intends to recalculate the comparison of 3rd grade New Mexico standards based assessment scores of Reading First schools with eligible but non-participating schools based on revised data that has been verified to eliminate reporting errors that may have contaminated the results for Reading First schools.

EDC also points out that, to the extent Reading First schools serve a highly mobile population, reliable comparisons will require that evaluators have access to individual student data in order to compare students from Reading First and non-Reading First schools who have experienced all years of their education in those settings.

Issue: PED states that DIBELS data are not entered into the Student Teacher Accountability Reporting System (STARS), and longitudinal tracking of individual student scores has not been conducted. Although preliminary 3rd grade New Mexico standards based assessment results suggest that some non-Reading First schools may be succeeding as well as, or better than, Reading First schools, the programs and approaches in place in the non-Reading First schools have not been studied to determine what they are, or how they compare with Reading First.

New Mexico Reading First Evaluation Results for School Districts and Schools

EDC examines DIBELS results at the district and school level to identify the schools and districts that are particularly successful in supporting students' literacy development, and uses several measures as indicators of effectiveness. Among these results, EDC points to the following:

- While no districts had 70 percent of students at Benchmark in September 2006, 22 districts had reached that mark by April 2007. The districts with the highest percentage of students at Benchmark were:
 - Wagon Mound Public Schools, 90 percent;
 - Questa Independent Schools, 81 percent;
 - Las Vegas City Schools, 79.5 percent;
 - Floyd Municipal Schools, 78.4 percent; and
 - Hagerman Municipal Schools, 76.7 percent.
- While only two schools had 70.0 percent of students at Benchmark in September 2006, 56 schools reached that mark by April 2007. Those with the highest percentage at Benchmark (not including kindergarten-only sites) were:
 - Dixon Elementary, Española Public Schools, 94.3 percent;
 - Mountain View Elementary, Española Public Schools, 93.5 percent;
 - Coyote Elementary, Jemez Mountain Public Schools, 90.9 percent;
 - Wagon Mound Elementary, Wagon Mound Public Schools, 90 percent; and
 - Yucca Elementary, Alamogordo Public Schools, 89.8 percent.
- While no districts showed 70.0 percent or more of 3rd graders at Benchmark in September 2006, six had achieved that mark by April 2007. These were:
 - Wagon Mound Public Schools, 100 percent;
 - Jemez Mountain Public Schools, 87.5 percent;
 - Questa Independent Schools, 87.1 percent;
 - Lake Arthur Municipal Schools, 80 percent;
 - Roswell Independent Schools, 73.3 percent; and
 - Dexter Municipal Schools, 72.6 percent.

- While only four schools showed 70 percent of third graders at Benchmark in September 2006, 27 had achieved that mark by April 2007. Those with the highest percentage of third graders at Benchmark were:
 - Coyote Elementary, 100 percent;
 - Gallina Elementary, Jemez Mountain Public Schools, 100 percent;
 - Rio Costilla Elementary, Questa Independent Schools, 100 percent;
 - Wagon Mound Elementary, 100 percent; and
 - Dixon Elementary, Española Public Schools, 90 percent.

EDC made site visits to 10 of the 27 new Cohort 3 schools and four schools in later stages of implementation. According to EDC, the following factors facilitated the success of schools in the third and final cohort of the current New Mexico Reading First program:

- Seven of the 10 sites visited had adopted their core reading program at least one year prior to entering Reading First; therefore, teachers were familiar with the program prior to learning the Reading First instructional paradigm.
- All of the 10 sites visited had a full- or part-time interventionist (a reading specialist who conducted the 30 and 60 minute interventions for students at Strategic and Intensive levels) in addition to the required reading coaches who work for the most part with teachers.
- Reading coaches at the sites had formal or informal networks in place to provide one another with information and support.
- In line with an earlier report that New Mexico Reading First schools showing the greatest positive outcomes on DIBELS also require second language instruction for all students, EDC found that half of the sites visited required Spanish, Tewa or Diné language lessons for all students, and the other half had designated bilingual teachers or classes within the school.
- Most of the 10 sites used small group instruction during the literacy block, although few were observed differentiating instruction during the small group sessions.
- While in previous years EDC had noted that schools new to Reading First were its severest critics, staff at the new schools were generally positive about the program.

Of the small sample of four schools out of 81 still funded Cohort 1 and 2 schools that were visited by EDC in school year 2006-2007, the evaluator made the following observations:

- implementation of “non-negotiables” and recommended practices was inconsistent;
- support from reading coaches was generally lacking; and
- comprehension instruction, oral language development, and differentiated instruction were generally missing from both core reading blocks and intervention sessions.

Noteworthy Examples of Reading First Implementation in New Mexico

To better understand some of the specific issues faced by Reading First school districts and the approaches they are taking to address those issues, LESC staff conducted telephone interviews with district administrators in a sample of New Mexico school districts whose programs were noteworthy in one or both of the following ways:

- they have had varying degrees of success with Reading First programs in a bilingual or dual language context as measured by assessment results; or
 - they are replicating Reading First district-wide, in non-Reading First funded schools, or into the upper elementary grades in Reading First funded schools, by marshalling non-Reading First resources such as Title I and operational funds.
- *Alamogordo Public Schools*
 - In addition to five Cohort 2 sites, Alamogordo has included all six of its other non-Reading First funded elementary schools in its program by leveraging Title I, Title II, and operational funds. All 11 elementary schools in Alamogordo use the same core program and implement Reading First methods through 5th grade.
 - The district states that the approximate annual cost of non-Reading First sites has been \$490,000, for the following:
 - ◆ \$320,000 for the salaries of five literacy coaches;
 - ◆ \$150,000 for two-day literacy best practices workshops plus two in-class modeling/coaching cycles per teacher per year; and
 - ◆ \$20,000 to pay for the cost of DIBELS assessments.
 - Alamogordo also provides additional supports not included in the estimate above, such as a first grade Reading Recovery intervention program, English as a Second Language supports, and a commitment to common time for teachers to plan together.
 - According to EDC, the percentage of K-3 students in Alamogordo Reading First sites reading at Benchmark increased by approximately 20 points, from 55.7 percent in September 2006 to 75.5 percent in April 2007.
 - According to the PED website, the percentage of all Alamogordo third graders reading at or above proficiency on the state standards based assessment increased by approximately 1.5 points, from 68.4 percent in 2006 to 69.9 percent in 2007. Statewide, approximately 54.1 percent of 3rd graders were reading at or above proficiency in spring 2007, an increase of approximately 0.5 percentage point from 2006.
 - *Bernalillo Public Schools*
 - Bernalillo has five Reading First sites in Cohort 2. Of these, the district states that three have two hour per week bilingual programs in either Spanish or Keres or both, while two, Roosevelt and Carroll, are Spanish-English dual language schools. Only one elementary school in Bernalillo, Placitas Elementary, is a non-Title I school that does not participate in Reading First.
 - The district states that it provides reading instruction in Spanish at Roosevelt and Carroll Elementary Schools using the Spanish-language version of its district-wide core reading program, Houghton-Mifflin's *Lectura*. The district states that the schools use all of the Reading First strategies including oral and social language development in a dual language context.
 - According to EDC, the percentage of all K-3 students in Bernalillo Reading First sites reading at Benchmark increased by 30.4 points, from 35.1 percent in September 2006 to 65.5 percent in April 2007.
 - EDC also indicates that the percentage of 3rd grade students at Carroll Elementary reading at Benchmark increased by 27.5 points in 2006-2007, from 29.6 percent to 57.1 percent. The percentage of students in grades K-2 at Roosevelt Elementary reading at Benchmark increased by 45.9 percent, from 28 percent to 73.9 percent.

- According to the PED website, the percentage of all Bernalillo third graders reading at or above proficiency increased by approximately 5.7 points, from 48.9 percent in 2006 to 54.6 percent in 2007.
- *Central Consolidated Schools*
 - Four elementary schools in the Central district are Cohort 3 sites that have been implementing Reading First for one year. All have bilingual programs; one, Nataani Nez, is a dual language school.
 - The district states that Nataani Nez uses both Diné and English in Reading First oral language development activities; uses the Navajo language to identify synonyms; and students discuss passages that have been read in English in both languages from a cultural perspective (for example, how would the story be different if set on the Navajo Nation or if the protagonists were Navajo?).
 - The district states that three schools with bilingual programs use similar strategies less aggressively, since students in those schools generally have less command of the Navajo language.
 - According to EDC, the percentage of all K-3 students in Central Consolidated Reading First sites reading at Benchmark increased by 16.9 points, from 36.1 percent in September 2006 to 53 percent in April 2007.
 - According to EDC, the percentage of students at Nataani Nez Elementary reading at Benchmark increased by 15.6 points, from 39.9 percent in September 2006 to 55.5 percent in April 2007.
 - According to the PED website, the percentage of all 3rd grade students in Central Consolidated Schools reading at or above proficiency increased by approximately 1.0 percent, from 39.6 percent in 2006 to 40.6 percent in 2007.
- *Dulce Independent Schools*
 - The sole elementary school in Dulce Independent Schools has been a Reading First site since school year 2004-2005. Dulce has begun extending Reading First to 4th and 5th grades, using the same core reading program as in the lower grades.
 - The district states that it is providing two reading coaches in the elementary school so every teacher can be trained to use data to differentiate instruction, working almost exclusively in small groups or one-on-one with students.
 - The district has also focused on building community confidence in the likelihood of success for its children based on the positive results of the Reading First program.
 - According to EDC, the percentage of students at Dulce Elementary reading at Benchmark increased by 23.8 points, from 47.6 percent in September 2006 to 71.4 percent in April 2007.
 - According to the PED website, the percentage of all 3rd grade students in Dulce reading at or above proficiency increased by approximately 14.6 points, from 34.2 percent in 2006 to 48.8 percent in 2007.
 - The PED website also shows that the percentage of 3rd grade students in Dulce reading at the beginning level declined by 33.6 points, from 47.4 percent in 2006 to 13.6 percent in 2007.
- *Española Public Schools*
 - All of the 12 elementary school sites in Española have funded Reading First programs. Five schools funded in Cohort 1 are in their fifth and final year of Reading First funds.

The district indicates that these sites are funded at a much lower level than the seven Cohort 3 sites.

- Española is using Title I and operational funds to pay the salaries of approximately five full-time equivalent staff acting as interventionists and coaches to maintain the Reading First program at the five original sites. Reading First funds pay for assessments and teacher professional development at those sites, including trained substitute teachers.
- The district indicates that like Alamogordo and Dulce, it is expanding Reading First to every elementary school grade level, using the Open Court core reading program district-wide.
- According to EDC, the percentage of Reading First students in Española schools at Benchmark increased by 33.4 percent, from 35 percent in September 2006 to 68.4 percent in April 2007.
- According to the PED website, the percentage of all 3rd grade students in Española reading at or above proficiency increased by approximately 11.1 points, from 39.6 percent in 2006 to 50.7 percent in 2007.

- *Grants-Cibola County Schools*

- Three elementary schools in Grants are in their fifth year of Reading First funding and two have begun their second year. Two elementary schools in Grants are not Reading First sites, however, through Title I, operational and federal Indian Education funds, those two sites are also implementing Reading First curricula, methods and professional development. In fact, Grants-Cibola County states that it has been a district-wide Reading First district for five years. All of the sites also have bilingual programs in the Spanish, Navajo, and/or Keres languages.
- The district indicates that it uses Reading First oral language development methods to encourage bilingualism.
- Because its bilingual programs are structured as “pull-outs” the district’s schools are challenged to schedule the 90-minute literacy block, 30 and 60 minute interventions, and bilingual sessions.
- The district states that its primary strategy for meeting this challenge is to encourage teachers to earn both reading and TESOL (Teaching English to Speakers of Other Languages) endorsements and to support them by paying for courses and tests to earn those endorsements. The district also provides one bilingual resource person at each site.
- According to the district, although teachers “are a bit overwhelmed” they are also motivated by the success students are showing.
- According to EDC, the percentage of Reading First students in Grants-Cibola County schools at Benchmark increased by 25.2 points, from 47 percent in September 2006 to 72.2 percent in April 2007.
- According to the PED website, the percentage of all 3rd grade students in Grants-Cibola County Schools reading at or above proficiency increased by approximately 0.7 percent, from 50 percent in 2006 to 50.7 percent in 2007.

The Future of Reading First as of September 12, 2007

Approximately 12 percent of all school districts and 6.0 percent of public schools in the nation are Reading First participants. In 2006, the Center for Education Policy (CEP) conducted a survey of approximately 300 nationally representative Title I schools districts, supplemented by in-depth case studies of 38 districts and 42 public schools, to inform public discussion about the value of Reading First. The report of the CEP study indicates that 97 percent of district officials reported Reading First’s instructional program was an important or very important cause of

improved student achievement, and 92 percent reported Reading First's assessment system was an important or very important cause of improvement.

CEP notes, however, that while the USDE-sponsored *Reading First Implementation Evaluation* released in 2006 suggests that Reading First is being implemented in schools and classrooms in accordance with the legislation, researchers have not yet determined how student achievement differs in Reading First and non-Reading First schools. According to CEP, *The Reading First Impact Study*, which will provide comparison data, is in process using a regression discontinuity analysis design, a form of analysis that allows researchers to compare the pre- and post-test data of non-randomized, non-equivalent groups. The committee heard a presentation regarding regression discontinuity analysis during the 2007 interim as the methodology being used in evaluating the New Mexico PreK program. CEP states that that comparison data will be addressed in the final evaluation report for Reading First due out in the summer of 2008.

Meanwhile, the US Congress is moving forward on two fronts to address the future of Reading First: reauthorization of NCLB, and appropriation of funds for USDE programs for federal FY 08. Although a number of bills have been filed or proposals made for NCLB reauthorization, the Education Commission of the States does not indicate that Reading First is a focus of proposals for change in the act.

Regarding Reading First funds, in federal FY 07, Congress appropriated a total of approximately \$1.03 billion for Reading First. These funds are currently allocated for Reading First programs for school year 2007-2008. For FY 08, the President has requested approximately \$1.02 billion. However, in September 2006 the Office of the Inspector General of USDE issued an inspection report that found irregularities in the department's implementation of Reading First, including the following:

- failure to select an expert review panel that complied with the requirements of NCLB, and use of a screening process for conflicts of interest that was not effective;
- failing to follow its own guidance for peer review, and awarding of state grants without proper documentation regarding subpanel approval;
- including requirements in award criteria that were not specifically addressed in the law; and
- obscuring statutory requirements, contravening General Accounting Office internal control standards, and acting in possible violation of prohibitions in the federal *Department of Education Organization Act*.

In the face of these findings and testimony in congressional hearings in the spring of 2007, Reading First faces the possibility of a substantial budget decrease in FY 08. In July 2007, the House of Representatives passed HB 3043, the appropriations bill for Labor, Health and Human Services, and Education, containing approximately \$353.5 million for Reading First, approximately 34.4 percent of the \$1.03 billion appropriated for FY 07. In July 2007, the Senate Appropriations Committee recommended an appropriation of approximately \$800.0 million, approximately 77.7 percent of FY 07 amount. PED states that it has grave concerns for the future of New Mexico Reading First if a substantial reduction in funding occurs.

Reading Instruction in Non-reading First Schools

According to PED, schools in need of improvement must use scientifically based reading programs as described by PED and other sources such as the University of Oregon. The schools must be consistent in their use of programs; there must be one program agreed upon so that the

scope and sequence tracks from grades K through 3. The programs must emphasize the six “big ideas” of reading – oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. The most frequently used programs are Houghton/Mifflin, MacDougal Little, Prentice Hall, Harcourt, and Open Court. PED requires the use of a bilingual component with all of these programs; PED states that it does not adopt any reading program that does not include a bilingual component or address the needs of English language learners.

In response to a request from a committee member during the 2006 Interim, PED provided the LESC with a list of the core reading programs in use at 108 schools in need of improvement designated “priority schools” by PED (see Attachment 7). The list indicates that 19 of those schools (approximately 17.6 percent), all at the middle and high school level, had not adopted a core reading program as of December 2006.

The Reading Materials Fund

In 2006, the New Mexico Legislature passed a bill that was enacted into law to add a new section to the *Instructional Material Law* in the *Public School Code* creating the Reading Materials Fund (see Attachment 8). The non-reverting fund is administered by PED to assist public schools that want to change their reading program from the current adoption to a scientific, research-based core comprehensive, intervention, or supplementary reading program. The purpose of the act is to enable additional public schools to purchase reading programs such as those used in the *Reading First* program.

Under the terms of the act, a school district may apply for funding for its reading program if:

- the core and supplemental materials are highly rated by either the Oregon Reading First Center or the Florida Center for Reading Research or the materials are listed in the International Dyslexia Association’s framework for informed reading and language instruction;
- the district selects no more than two comprehensive core reading programs; and
- the district has established a professional development plan describing how it will provide teacher with professional development and ongoing support in the effective use of the selected instructional materials.

The 2006 Legislature appropriated a total of \$690,000 in various bills for reading materials for public schools. PED issued an RFP and states that it subsequently awarded \$614,258.77 to 10 public school districts to purchase research-based reading materials. In 2007, the Legislature appropriated \$658,900 to the Reading Materials Fund, and PED awarded \$656,707 to 28 schools in seven school districts for reading materials (see Attachment 9, 2006-2007 Scientific Research Based Reading Materials and Attachment 10, 2007-2008 Scientific Research Based Reading Materials). Regarding the approximate amount of \$75,740 in unspent funds from the 2006 appropriations, PED states that it anticipates that the funds will not revert to the General Fund, but instead will be available for future expenditure for the purposes of the fund.

Scientifically-based Instructional Materials, HM 109

In 2007 the LESC endorsed and the House of Representatives passed HM 109, *Scientifically Based Instructional Materials*, requesting that the LESC study PED’s reading instructional materials adoption process and assist the department and Legislature, as needed, to ensure that only scientifically proven instructional materials are adopted. The memorial also requests that

PED be strongly encouraged to limit the reading adoption, not only in quantity but in quality, to materials that have been proven through scientific research to enhance early language, cognitive and reading development skills, and that are based on the latest scientifically based research on phonemic awareness, phonics, fluency, vocabulary, and text comprehension (see Attachment 11).

Adoption of instruction materials is governed by the *Instructional Materials Act*, and the administration of that act is under the statutory authority of the Instructional Materials Bureau of PED. Among its duties, the department is required by statute to do the following:

- adopt a multiple list of materials to be made available to students; and
- establish by rule an instructional material review process for the adoption of material on the multiple list which includes:
 - a summer review institute at which basal materials in the content areas under adoption will be facilitated by content and performance experts in the content area and reviewed by reviewers;
 - that Level 2 and -3A teachers are reviewers of record; provided that Level 1 teachers, college students completing teacher preparation programs, parents and community members will be recruited and partnered with the reviewers of record;
 - that reviewed materials shall be scored and ranked primarily against how well they align with state academic content and performance standards, but research-based effectiveness may also be considered; and
 - the adoption of supplementary materials that are not reviewed.

Pursuant to department rule, PED establishes a materials adoption cycle that includes one annual adoption, which schedule is posted on the PED website. The current schedule calls for adoption of Language Arts and Reading, CORE Reading Intervention, Modern, Classical and Native Languages for grades 9-12 in 2008, and the same subjects for grades K-8 in 2009. Therefore, the content areas addressed in HM 109 will be addressed in the current and the next upcoming adoption year. PED states that it changed a previously announced adoption cycle because of the need to make the materials adoption process congruent with an ongoing initiative to revise high school English/language arts standards so they align with standards for college and workforce readiness.

In August 2007, PED issued a Request for Applications (RFA) to supply instructional materials for the above-named 2008 high school language arts subjects for a period of six years. The RFA included two forms pertinent to the request in HM 109: Form C, Research-based Effectiveness Data, and Form F, Publisher Alignment Document for Language Arts/Reading and for CORE Reading Intervention (see Attachment 12, Form C, Research-Based Effectiveness Data, Attachment 13, Form F: Publisher Alignment Document, Language Arts/Reading, and Attachment 14, Form F: Publisher Alignment Document, CORE Reading Intervention). According to the Bureau, the alignment rubrics (Form F) were drafted primarily by the staff in the Instructional Support and Vocational Education Division conversant with high school language arts standards that are in the process of revision as part of the American Diploma Project initiative. The Bureau states that the forms must be completed and submitted by the publisher with other required application documents to assist reviewers in judging whether the materials address state standards and are supported by some type of research.

According to the Bureau, PED will not accept a submission unless the publisher provides evidence of research-based effectiveness and alignment to state standards. However, the Bureau

states that it does not have the expertise nor the staff capacity to evaluate the validity, reliability, and relevance of the research submitted by the publisher. The Instructional Materials Bureau indicates that it needs technical assistance with this aspect of the review process, either from PED staff in the Instructional Support Division or from an outside contractor.

Issue: Although PED will require each application to supply materials for the grades 9-12 language arts multiple list, to include evidence of research-based effectiveness, it has not established any standards for the quality of the research that may be submitted, and the Instructional Materials Bureau states that it does not have the expertise to judge the value of such research.

Staff in the Early Childhood Education Bureau of the Instructional Support and Vocational Education Division at PED suggest that the Instructional Materials Bureau and its reviewers turn to the external resources that provide ratings of appropriateness for reading programs for the Reading First program. There are three ways that external resources provide ratings for reading programs, as follows:

- By reviewing independent, experimental or quasi-experimental scientific studies of the programs themselves that meet rigorous design standards. The What Works Clearinghouse of the federal Institute of Education Sciences was established to conduct this type of review (see Attachment 15). However, the What Works Clearinghouse has not released ratings for reading and language arts programs above the elementary school level.
- By applying a rubric⁴ that reflects what has been demonstrably successful through rigorous scientifically based research on other programs, such as the studies upon which the findings of the National Reading Panel were based. The *Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis*, created by the Center for Teaching and Learning, College of Education at the University of Oregon, represents one of the best known such rubrics.
- Going one step further, the Oregon Reading First Center, which provides technical assistance to Oregon Reading First programs, has published a *Review of Comprehensive Reading Programs* that examined 15 programs, found nine that met its criteria as comprehensive programs, and applied the *Consumer's Guide* rubric described above to rate them. The core reading programs included on the New Mexico Reading First list of approved programs were identified based the Oregon Reading First Center ratings. None of the comprehensive programs in the *Review* or on the New Mexico list have been vetted by the What Works Clearinghouse or the National Reading Panel as being "proven" based on rigorous, independent, peer-reviewed experimental scientific research, but they are still widely accepted as being based on scientific research because they embody the results of other studies.

Issue: All of the resources noted above are specifically designed to assist in selection of programs for the primary grades, which will be included in the 2009 reading materials adoption for Grades K-8. No equivalent resources exist for

⁴ According to the Association for Supervision and Curriculum Development, *rubric* means "specific descriptions of performance of a given task at several different levels of quality." The rubric offers a way to assign a fair quantitative score to a qualitative judgment. In this case, the rubric sets out a detailed framework listing each item that must be addressed or included in a program, describes how to gauge the quality of each item, and provides a scoring instrument that may weight certain items more heavily than others.

middle and high school students. The Florida Center for Reading Research issues includes reports about the extent to which programs for students above the 3rd grade address the “five big ideas” but ratings of the amount and quality of research for these programs are not currently included in those reports.

However, in 2004 the Alliance for Excellent Education released *Reading Next*, a report to the Carnegie Corporation of New York that summarized the work of a panel of five nationally known and respected educational researchers who identified fifteen elements that, in flexible combination, can help improve adolescent literacy (see Attachment 16). While not an undertaking of the scale or rigor of the National Reading Panel, *Reading Next* can offer some informed guidance to the Instructional Material Bureau, its reviewers, and the Secretary in the selection of high school reading and language arts materials.

Rural Literacy Initiative

In 2006, the LESC endorsed and the Legislature approved language in the *General Appropriation Act* stating that the general fund appropriation to PED for the *Indian Education Act* included \$1.0 million to provide a rural literacy initiative to support new after-school and summer literacy block programs for students in kindergarten through 8th grade in schools with a high proportion of Native American students, contingent on receipt of \$500,000 in matching funds from sources other than the state.

In August 2006, the Indian Education Division of PED issued an RFP for an offeror to develop, implement and manage the program described in the language of the appropriation. The department received one response, from Save the Children, an international charity that provides relief and development programs to children and families, and that was already operating after-school and summer literacy, nutrition and anti-obesity programs in rural New Mexico. The scope of work in the RFP required that the contractor must do the following:

- consult with local school district and tribal education offices about the program design, model and curricula prior to implementing services;
- provide student nutrition services and coordinate them with the school district or tribal student food service program;
- identify transportation and facility locations in consultation with school districts and tribal education offices;
- for summer literacy block programs:
 - provide at least 50 percent instruction in reading and mathematics linked to developmentally appropriate New Mexico Content Standards and Benchmarks;
 - provide services for at least 10 hours and at least three days per week; and
 - incorporate additional tutoring or beginning skill development into services provided for students identified as “beginning step” in reading or mathematics;
- for after school programs:
 - include supervised activities that help keep students ready to learn, including provision of healthy snacks and physical activity, and literacy support that promotes student learning in reading and mathematics;
 - make programs available after school for at least 2.5 hours and four days a week; with the possibility of Saturday programming depending on the community; and

- incorporate culturally relevant and indigenous materials and resources with activities, with the use of Native languages as part of these programs suggested.

On November 3, 2006, the Department of Finance and Administration took final action on a contract with Save the Children to operate the rural literacy initiative for \$1.5 million. From a list of 39 schools whose enrollment comprised approximately 97 percent of the state's Native American students, Save the Children selected the following 12 school sites where it provided services to 1,126 students:

- A:Shiwi Elementary*, Zuni Public Schools;
- Crownpoint Community School, Gallup-McKinley County Public Schools;
- Crownpoint Elementary, Gallup-McKinley County Public School;
- Crownpoint Middle School, Gallup-McKinley County Public Schools;
- Cubero Elementary*, Grants-Cibola County Schools;
- Dowa Yalanne Elementary*, Zuni Public Schools;
- Laguna Acoma Middle School, Grants-Cibola County Schools;
- Newcomb Elementary*, Central Consolidated Schools;
- Newcomb Middle School, Central Consolidated Schools;
- Ojo Amarillo Elementary, Central Consolidated Schools;
- Zuni Intermediate School, Zuni Public School; and
- Zuni Middle School, Zuni Public Schools.

In addition, Save the Children also provided services to 185 students at Laguna Elementary in Grants-Cibola County Schools and St. Joseph's Mission School solely with its own funds.

Save the Children indicates that, because the contract with the State of New Mexico was signed in November, actual literacy programming began in January or February after staff positions had been filled. Save the Children has provided the LESC with a report describing its program activities and services, site selection criteria, evaluation plan, staff professional development and budget summary information for FY 07 (see Attachment 17). According to Save the Children, the evaluation results for FY 07 will be available from the external evaluator, Policy Studies Associates, Inc., in October 2007. In summary, Save the Children's programs in New Mexico included the following components:

- *After school programs*, including:
 - one-hour Literacy Block provided by trained paraprofessionals, which is comprised of:
 - ◆ 30 minutes of structured, guided independent reading practice using the Accelerated Reader program (see Attachment 18, What Works Clearinghouse "Accelerated Reader/Reading Renaissance");
 - ◆ 20 minutes of fluency building support; and
 - ◆ 10 minutes of read-aloud; or
 - Emergent Reader Literacy Block, including extended read-alouds; reading together activities; emergent reader modules focusing on phonemic awareness, letter recognition, sound-symbol correspondence, and beginning sight words; and shared guided reading;
 - at least 30 minutes of physical activity;
 - nutritious snack, generally including locally produced fruits and vegetables; and
 - site-specific additional enrichment, such as homework help, math practice, or arts and crafts.

* New Mexico Reading First schools.

- *Half or whole day summer programs*, including:
 - extended Literacy Block, with additional time for fluency building, read-alouds, vocabulary building games and the like;
 - activities taken from *Alternatives to Worksheets*;
 - reading one-on-one or small group tutorials focused on phonics, sight words, vocabulary and comprehension;
 - extended physical activity;
 - nutritious snacks; and
 - guest speakers, arts and crafts, cultural activities, and field trips.
- *In-school tutorials* for students in grades 2-8 selected by school staff, provided by trained paraprofessionals, which include 30 minutes of daily guided independent reading practice using Accelerated Reader.
- *Other resources* including a schoolwide license for Renaissance Learning's web-based software which includes Accelerated Reader, STARS leveled reading assessment, and other services; and acquisition of leveled Accelerated Reader books for the school library.

According to Save the Children, it has been reimbursed for its first two quarterly invoices in a total amount of \$560,664 from the contract for 2006 funds. Save the Children is in the process of submitting its final invoice for FY 07 for May, June, and July.

The *General Appropriation Act of 2007* included language similar to the previous year's, setting aside \$500,000 for the rural literacy initiative contingent on receipt of \$500,000 in matching funds. PED has indicated that it intends to extend the contract with Save the Children for school year 2007-2008. Save the Children states that a contract was signed in early September 2007, extending the period of the existing contract to August 31, 2008, carrying forward the balance of funds from the FY 07 contract, and obligating the funds from the 2007 appropriation and budgeting the required match.

Policy Options the Committee May Wish to Consider

New Mexico elementary students as a group appear to be improving their reading proficiency in recent years, and much more assessment data is now available about students' reading skills over time and across the state. However, there are no systematic efforts underway to analyze data from different programs to determine if some approaches are more beneficial than others, or more cost effective. Policy options to support the improvement of reading in the primary grades might focus on mining the potentially rich store of data about reading in the primary grades in New Mexico to glean as much value as possible about what is working and what is not.

Policy options the committee may wish to consider to encourage research and analysis about reading in the primary grades include the following:

- Encourage appropriate research entities, such as colleges of education at New Mexico research universities or the Office of Education Accountability, to compare and analyze available assessment data for reading programs in primary grades to better understand what works for which populations of students. Researchers with access to information from Reading First sites, full-day kindergarten programs, school district-selected short-cycle assessments and the New Mexico standards based assessment could provide valuable

analyses regarding which primary reading programs in New Mexico schools are fostering success and under what circumstances.

- Request that PED go forward with announced plans to enter DIBELS and other short-cycle assessment data into the STARS system in Phase III of STARS implementation, including retroactively entering data collected for other programs, including at a minimum Reading First and full-day kindergarten so this data is available for systematic longitudinal study, and request PED to make recommendations if other action is needed to collect assessment data for reading in grades 1 and 2, or to measure long-term outcomes for students who participate in Reading First and other primary grades reading programs as they proceed through the later grades.

To support the work of the Instructional Materials Bureau in ensuring that only those reading materials that are backed by sound scientific research are included on the multiple list, the committee may wish to consider the following policy options:

- Require PED to establish clearly articulated standards for the quality and type of research that can be submitted in support of a publisher's application.
- Consider requesting that the Instructional Support and Vocational Education Bureau develop a rubric or other guidance regarding the selection of language arts and literacy intervention materials for high school students, based on the research compiled in *Reading Next*, the report of the National Literacy Panel on Language-Minority Children and Youth, the Florida Center for Reading Research, and any other appropriate reviews of research on adolescent literacy.

New Mexico Reading First

- Communication for advancing the goals of the program and increasing awareness of coordinated services and resources; and
- Input and mechanisms for sustaining effective program efforts and aligning resources to ensure stability.

The Reading Leadership Partnership will develop an aggressive agenda that produces significant immediate and long-term progress in improving reading and proposing improvements in New Mexico's assessment and accountability system.

Exhibit 9. New Mexico Reading Leadership Partnership

| Name | Position | Agency |
|--------------------|-------------------------------|---------------------------------------|
| Vonell Huitt | Education Policy Advisor | Governor's Office |
| Michael Davis | State Superintendent | State Department of Education |
| Cynthia Nava | State Senator | Legislative Branch |
| Rick Miera | State Representative | Legislative Branch |
| Mimi Stewart | State Representative | Legislative Branch |
| Pauline Rindone | Director | Legislative Education Study Committee |
| Christine Trujillo | Member | State Board of Education |
| Bruce Hamlett | Chair, Commission | Commission on Higher Education |
| Omar Durant | Director of Library Services | Albuquerque Public Schools |
| Robert Moulton | Dean, College of Education | New Mexico State University |
| Viola Flores | Dean, College of Education | University of New Mexico |
| Elizabeth Posey | Dean of Education | College of the Southwest |
| Mike Gladden | Superintendent | Ruidoso Municipal Schools |
| Cathy Berryhill | Master Teacher | Los Alamos National Laboratory |
| Jean de la Pena | Associate Superintendent | Las Cruces Public Schools |
| Teddy Demarest | Reading Consultant | Consultants on Reading Education |
| Karen Ehler | Reading First Coordinator | State Department of Education |
| Sam Howerth | Special Education Director | State Department of Education |
| Malinda Pekarcik | Kindergarten Program Director | State Department of Education |
| Sam Ornelas | Title I Director | State Department of Education |
| Ann Trujillo | Even Start Coordinator | State Department of Education |
| Georgene Zaydell | Early Childhood Education | State Department of Education |
| Richard Vandongen | Assistant Dean | University of New Mexico |
| Rebecca Gault | Adult Basic Education | New Mexico Coalition for Literacy |
| Diego Gallegos | Assistant Superintendent | Albuquerque Public Schools |
| Gary Dwyer | Superintendent | Bernalillo Public Schools |
| Ann Steinhoff | Federal Programs Director | Gadsden Independent Schools |
| Greg Cross | Director of Family Literacy | The Gathering Place |
| Renatta Witte | President | New Mexico PTA |
| Connie Cox | K-2 Literacy Coordinator | Ranch Vale Elementary, Clovis NM |
| David Godsted | Adult and Family Literacy | New Mexico Coalition for Literacy |
| Odell Jaramillo | Early Reading Specialist | Zuni Public Schools |

New Mexico Reading Leadership Team

Appointed by the Instructional Support and Vocational Education Division

New Mexico Public Education Department, FY 05

Meets every 6-8 weeks either in person or via teleconferencing

Joe Zuniga
Albuquerque
Former Reading First principal, Roswell

Sandy Gladden
Ruidoso
REC IX director

Christi Richards
Clovis
Former principal, Maxwell

Belinda Morris
Hobbs
REC VII director

Kayce Patterson
Ruidoso
Former intervention specialist, Moriarty

Linda Carnine
Western Regional Technical Assistance
Center

Sylvia Velasco
Albuquerque
Former instructional coach, Albuquerque

Erin Chapparo
Western Regional Technical Assistance
Center

Edye Trujillo
Las Vegas
Former teacher, West Las Vegas

Paco Ebel
Lindrith
Former teacher, Jemez Mountain

Genna Faulkenberry
Hobbs
Former Reading First coach, Hobbs

Lynann Barbaro
Director, Bureau of Indian Education

Jeannie Martinez
Espanola
Curriculum & Instruction Director

Sherly McNellis
Wagon Mound
Principal

Reading First Eligibility Criteria and Competitive Priorities

| | Federal Criteria | State Criteria | |
|--|--|---|--|
| | | For future awards after 2006-2007 | For Cohorts 1 (2003), 2 (2004) and 3 (2006) |
| School District SUBGRANT ELIGIBILITY | <p>must have among the highest % or # of K-3 students reading below grade level, as defined by state plan</p> <p><u>and</u></p> <p>must include:</p> <ul style="list-style-type: none"> - either significant # or % of schools in need of improvement per NCLB or - or highest # or % of Title I eligible (low-income) students as defined in state plan <p><u>or</u></p> <p>include empowerment zone or enterprise community per Internal Revenue Act</p> | <p>must have at least 45% or 1000 3rd graders in bottom two quartiles (Beginning Step or Nearing Proficiency) on state 3rd grade standards based reading assessment</p> <p><u>and</u></p> <p>must have at least 20% of all students Title I eligible (low-income)</p> <p><u>or</u></p> <ul style="list-style-type: none"> - either have at least 25% of elementary schools in need of improvement - or include an empowerment zone or enterprise community | <p>must have at least 20% of 3rd graders scoring in lowest quartile (Beginning Step) on most recent state standards based assessment</p> <p><u>and</u></p> <p>must have at least 20% of all students Title I eligible (low-income)</p> <p><u>or</u></p> <p>include an empowerment zone or enterprise community</p> |
| Eligible School District COMPETITIVE PRIORITIES | <p><u>Required priority:</u></p> <p>Must be given to eligible districts where at least 15% of students, or 6,500 students, are Title I eligible (low-income)</p> <p><u>and</u></p> <p>States <u>may</u> establish other priorities if they do not override the required priority nor entirely preclude non-priority school districts from receiving subgrants.</p> | <p>If a district with at least 15% of students, or 6,500 students, Title I eligible (low-income)</p> <p><u>and</u></p> <p>If evidence of successful implementation of scientifically based instructional strategies and programs including full-day K literacy readiness</p> <p><u>or</u></p> <p>If there is a commitment of instructional leaders to support scientifically based reading</p> <p><u>or</u></p> <p>If evidence of substantial need due to linguistic, cultural, economic, geographic issues</p> <p><u>or</u></p> <p>If a recipient of Early Reading First grant</p> | <p>if district were applying for a 4th year for a Reading First school showing substantial growth</p> <p><u>or</u></p> <p>if district were applying for new schools that met eligibility criteria</p> <p><u>or</u></p> <p>if district served a large % or # of Native American students or English Language learners.</p> |
| School AWARD ELIGIBILITY FROM DISTRICT SUBGRANTEE | <p>must have 45% or 1,000 of 3rd graders reading below grade level, per state plan, based on most current data,</p> <p><u>and</u></p> <p>must have 20% of students Title I eligible (low-income)</p> <p><u>or</u></p> <ul style="list-style-type: none"> - either have 25% or more of elementary schools in need of improvement per NCLB - or include empowerment zone or enterprise community | <p>must:</p> <ul style="list-style-type: none"> - either have at least 20% of 3rd graders scoring in the lowest quartile (Beginning Step) on most recent assessment - or have at least 45% of 3rd graders in the bottom two quartiles (Beginning Step or Nearing Proficiency) <p><u>and</u></p> <p>must have at least 20% of students Title I eligible (low income)</p> <p><u>or</u></p> <p>must be a school identified as in need of improvement</p> | <p>Must be among the schools with the highest # or % of students in the lowest quartile (Beginning Step) on most recent state 3rd grade standards based assessment</p> <p><u>and</u></p> <p>must have the highest % or # of students Title I eligible (low-income)</p> |

Source: PED documents and USDE Reading First guidance

State: New Mexico

SCHOOL DISTRICTS ELIGIBLE FOR READING FIRST

[illegible]

New Mexico Reading First RFP

NEW MEXICO READING FIRST - APPROVED CORE READING PROGRAMS: Districts and schools must select one of the following as their core reading program:

1. Houghton Mifflin
2. Harcourt
3. Open Court
4. McMillan McGraw Hill
5. Scott Foresman

Schools providing reading instruction in Spanish should use the Spanish version of the above core reading programs unless otherwise directed by *New Mexico Reading First*.

NEW MEXICO READING FIRST - APPROVED INTERVENTION PROGRAMS: Districts and schools must select one or more of the following as their Intervention program(s). Exceptions may be made on an individual basis, however the district/school is responsible for submitting the research on the alternative program to *New Mexico Reading First* for approval:

1. Read Well K-1
2. Early Reading Intervention Grades K-1
3. Reading Mastery Classic I, II, Fast Cycle Grades K-2
4. Reading Mastery Classic III Reading Mastery Plus Grade 3
5. Corrective Reading Decoding Level A Grades K-1
6. Corrective Reading Decoding Levels B1 and B2 Grades 2-3
7. Phonemic Awareness in Young Children Grades K-1
8. Language for Learning Grades K-2
9. Waterford Grades K-2

NEW MEXICO READING FIRST - APPROVED SUPPLEMENTAL PROGRAMS: Districts and schools must select one or more of the following as their Supplemental program(s). Exceptions may be made if the district or school chooses an alternative program, however the district or school is responsible for submitting the research on the program they propose to use to *New Mexico Reading First* for approval:

1. Open Court Phonics Kist Grades K-3
2. Phonics for Reading Grades K-3
3. Funnix Grades K-2
4. Headsprout Grades K-2
5. Kaleidoscope A and B Grades 2-3
6. Road to the Code Grades K-1
7. Kindergarten PALS
8. Saxon Phonics and Spelling Grades K-3
9. Build Up Kit Grades K-3
10. Comprehension Strategy Posters Grades K-3
11. Project Read Grades K-3
12. SIPPS Beginning Level Grades K-1; SIPPS Extension Grades 1-2
13. Voyager Extended Day Grades 1-3
14. Voyager Passport Grades K-3
15. Waterford Grades K-2

NEW MEXICO READING FIRST
COHORTS AND SCHOOLS
showing duration of funding for each school

| District | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|-------------|-----------------|------------------------|-------------|--------------------------------|---------------|-----------|
| | Start Cohort 1 | | | Cohort 1 ext. | | |
| | | Start Cohort 2 | | | Cohort 2 ext. | |
| | | | | Start Cohort 3 | | |
| Alamogordo | | La Luz | | | | |
| | | North | | | | |
| | | Oregon | | | | |
| | | Sacramento | | | | |
| | | Yucca | | | | |
| \$2,233,206 | | \$1,190,235 | \$626,255 | \$416,716 | | |
| Albuquerque | Hodgin (SI-2) | | | | | |
| | Tomasita (SI-1) | | | | | |
| | Whittier | | | | | |
| | | Kit Carson (SI-2) | | | | |
| | | Lavaland (R-2) | | | | |
| | | Los Padillas | | | | |
| \$8,480,666 | \$2,154,388 | \$3,384,077 | \$2,366,668 | \$575,533 | | |
| Belen | | | | Jaramillo | | |
| | | | | La Merced (SI-2) | | |
| | | | | La Promesa (removed from SI-2) | | |
| \$528,036 | | | | \$528,036 | | |
| Bernalillo | | Santo Domingo (R-2) | | | | |
| | | Cochiti (R-2 delay) | | | | |
| | | Algodones (SI-1 delay) | | | | |
| | | Roosevelt (SI-1) | | | | |
| | | Carroll (CA) | | | | |
| \$2,420,069 | | \$1,287,132 | \$655,740 | \$477,197 | | |
| Central | | | | Naschitti (R-2) | | |
| | | | | Nalaani Nez (R-2) | | |
| | | | | Newcomb (removed from CA) | | |
| | | | | Nizhoni (R-2) | | |
| \$1,106,763 | | | | \$1,106,763 | | |
| Chama | Chama | | | | | |
| | Tierra Amarilla | | | | | |
| \$754,002 | \$469,284 | \$49,261 | \$109,612 | \$125,845 | | |
| Cuba | Cuba (R-2) | | | | | |
| \$695,611 | \$242,000 | \$103,696 | \$163,248 | \$186,667 | | |
| Deming | | Smith (SI-2) | | | | |
| \$599,210 | | \$251,275 | \$177,090 | \$170,845 | | |
| Dexter | | Dexter (SI-1) | | | | |
| \$610,359 | | \$201,416 | \$225,855 | \$183,088 | | |
| Dulce | | Dulce (R-2) | | | | |
| \$476,465 | | \$261,296 | \$99,533 | \$115,636 | | |

Cohort 1 schools were funded in 2003-2004; Cohort 2 in 2004-2005; and Cohort 3 in 2006-2007. Grants were awarded for an initial three year period with possible extensions of one or two years based on program success as demonstrated by DIBELS scores.

NEW MEXICO READING FIRST
COHORTS AND SCHOOLS
showing duration of funding for each school

| District | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|------------------------|----------------------------|--------------------------|----------------|-----------------------------------|---------------|-----------|
| | Start Cohort 1 | | | Cohort 1 ext. | | |
| | | Start Cohort 2 | | | Cohort 2 ext. | |
| | | | Start Cohort 3 | | | |
| Española | Abiquilú (SI-2) | | | | | |
| | Alcalde (removed from R-1) | | | | | |
| | Eufimio Salazar (SI-2) | | | | | |
| | Hernandez (SI-1) | | | | | |
| | Tony Quintana (R-2) | | | | | |
| | | | | Los Niños | | |
| | | | | Chimayo | | |
| | | | | Dixon | | |
| | | | | Rodriguez (R-2) | | |
| | | | | Mountain View | | |
| | | | | San Juan (R-1) | | |
| | | | | Velarde | | |
| | \$4,169,548 | \$1,209,852 | \$687,155 | \$493,808 | \$1,778,733 | |
| Eunice | | Mettie Jordan | | | | |
| | \$493,132 | | \$234,987 | \$145,204 | \$112,941 | |
| Floyd | | | | Floyd | | |
| | \$142,857 | | | \$142,857 | | |
| Gallup-McKinley County | | Church Rock (R-2) | | | | |
| | | Juan de Onate (SI-2) | | | | |
| | | Rocky View (R-2) | | | | |
| | | Twin Lakes (R-2) | | | | |
| | \$1,835,125 | | \$977,760 | \$533,772 | \$323,593 | |
| Grants | | Mesa View (R-1) | | | | |
| | | Milan | | | | |
| | | Mt. Taylor (SI-2) | | | | |
| | | | | Cubero (R-1) | | |
| | \$2,020,467 | \$738,528 | \$144,347 | \$450,135 | \$687,457 | |
| Hagerman | | Hagerman | | | | |
| | \$440,652 | | \$201,416 | \$147,670 | \$91,566 | |
| Hobbs | | Jefferson | | | | |
| | | Will Rogers (SI-1 delay) | | | | |
| | | | | BT Washington (removed from SI-1) | | |
| | \$629,622 | | \$247,909 | \$139,411 | \$242,302 | |
| Jemez Mountain | | Coyote | | | | |
| | | Gallina | | | | |
| | | Lybrook (R-2) | | | | |
| | \$1,579,613 | | \$917,796 | \$219,449 | \$442,368 | |
| Lake Arthur | | Lake Arthur | | | | |
| | \$416,073 | | \$201,416 | \$124,295 | \$90,362 | |

NEW MEXICO READING FIRST
COHORTS AND SCHOOLS
showing duration of funding for each school

| District | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|----------------|-----------------------|--|-----------|------------------------|---------------|-----------|
| | Start Cohort 1 | | | Cohort 1 ext. | | |
| | | Start Cohort 2 | | | Cohort 2 ext. | |
| | | | | Start Cohort 3 | | |
| Las Cruces | Columbia (SI-1 delay) | | | | | |
| | Valley View (SI-1) | | | | | |
| | | | | Conlee (SI-2) | | |
| | | | | Hermosa Heights (SI-1) | | |
| | | | | Loma Heights | | |
| | | | | Mesilla | | |
| | \$1,719,531 | \$494,592 | \$279,731 | \$200,537 | \$744,671 | |
| Las Vegas City | | MM Sena | | | | |
| | | PD Henry (SI-1) | | | | |
| | | Legion Park (SI-1 delay) | | | | |
| | | Lucs Early Childhood Center (SI-1 delay) | | | | |
| | 1,038,375 | | 453,858 | 308,235 | 276,282 | |
| Loving | | | | Loving | | |
| \$236,231 | | | | \$236,231 | | |
| Lovington | B. Alexander (SI-2) | | | | | |
| | Lea (SI-2) | | | | | |
| | Llano | | | | | |
| | | Jefferson (SI-2) | | | | |
| \$1,587,809 | \$527,508 | \$162,696 | \$427,992 | \$469,613 | | |
| Mesa Vista | | El Rito | | | | |
| | | Ojo Caliente (R-2) | | | | |
| \$1,223,456 | | \$717,252 | \$225,502 | \$280,702 | | |
| Mora | | Holman | | | | |
| | | Mora (R-1) | | | | |
| \$784,301 | | \$386,493 | \$249,664 | \$148,144 | | |
| Moriarty | | Moriarty | | | | |
| | | Edgewood (SI-2) | | | | |
| | | Mountainview (SI-2) | | | | |
| \$1,517,904 | | \$661,050 | \$345,381 | \$511,473 | | |
| Portales | | Brown (SI-2) | | | | |
| | | Steiner (CA) | | | | |
| | | James (CA) | | | | |
| \$1,536,846 | | \$307,666 | \$680,005 | \$549,175 | | |
| Quemado | | Quemado (SI-1) | | | | |
| | | Datil | | | | |
| \$553,203 | | \$436,331 | \$62,608 | \$54,264 | | |
| Questa | | Alta Vista | | | | |
| | | Rio Costilla | | | | |
| \$525,675 | | \$163,007 | \$113,744 | \$248,924 | | |

**NEW MEXICO READING FIRST
COHORTS AND SCHOOLS**
showing duration of funding for each school

| District | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|----------------------------------|-------------------------|---------------------------|-------------------------|---------------------------------|-------------------------|-----------|
| | Start Cohort 1 | | | Cohort 1 ext. | | |
| | | Start Cohort 2 | | | Cohort 2 ext. | |
| | | | Start Cohort 3 | | | |
| Roswell | | Missouri Avenue | | | | |
| | | Monterrey | | | | |
| | | Nancy Lopez | | | | |
| | | Pecos (R-2 delay) | | | | |
| | | Sunset (removed from CA) | | | | |
| | | Valley View | | | | |
| | | Washington Avenue | | | | |
| | \$3,266,260 | \$1,633,469 | \$829,427 | \$803,364 | | |
| Ruidoso | | | | Nob Hill Early Childhood Center | | |
| | | | | Sierra Vista | | |
| | | | | White Mountain (SI-2) | | |
| | \$540,363 | | | \$540,363 | | |
| Santa Fe | | Alvord (SI-1) | | | | |
| | | Turquoise Trail (SI-2) | | | | |
| | \$1,683,978 | \$542,202 | \$553,006 | \$286,011 | \$302,759 | |
| Vaughn | | | | Vaughn | | |
| | \$114,191 | | | \$114,191 | | |
| Wagon Mound | Wagon Mound | | | | | |
| | \$519,240 | \$219,273 | \$77,297 | \$140,605 | \$82,065 | |
| West Las Vegas | | Martinez | | | | |
| | | Union | | | | |
| | | Armijo | | | | |
| | | Valley | | | | |
| | | Serna | | | | |
| | \$1,947,250 | \$983,393 | \$431,599 | \$316,133 | \$216,125 | |
| Zuni | | A:Shlwi (removed from CA) | | | | |
| | | Dowa Yalanne | | | | |
| | \$1,130,679 | | \$308,380 | \$363,532 | \$458,767 | |
| Total Funds by Year | \$7,581,020 | \$16,913,009 | \$9,123,556 | \$13,873,464 | | |
| Total Schools Funded by Year | 2003-2004 23 schools | 2004-2005 81 schools | 2005-2006 81 schools | 2006-2007 108 schools | 2007-2008 93 schools | |
| Total Schools Funded by Cohort | Cohort 1 22 schools | Cohort 2 58 schools | | Cohort 3 27 schools | | |
| Total Districts Funded by Cohort | Cohort 1 9 districts | Cohort 2 21 districts | | Cohort 3 10 districts | | |

**SY 2006-2007 Core Reading Programs for Priority Schools by
Elementary, Middle or High School Status**

RECEIVED

SEP 06 2007

LESC

| Core Reading | All Levels | Elementary | Middle School | High School | Total |
|---|------------|------------|---------------|-------------|-------|
| Balanced Literacy | | 2 | 2 | | 4 |
| Fontis Pinell | | 1 | | | 1 |
| Glenco | 1 | | | 3 | 4 |
| Harcourt Trophies | | 3 | 2 | 1 | 6 |
| Holt, Rhinehart and Winston | | | | 1 | 1 |
| Houghton Mifflin | 1 | 11 | 4 | | 16 |
| MacDougal Little | 2 | | 7 | 1 | 10 |
| McGraw Hill | | 1 | 1 | 2 | 4 |
| McMillian McGraw | | 1 | | | 1 |
| No Program | 5 | | 2 | 12 | 19 |
| Open Court | | 8 | | | 8 |
| Pearson Scott Foresman | | 4 | | | 4 |
| Prentice Hall, Timeless Voices, Timeless Themes | 1 | | | 9 | 10 |
| Reading New Mexico | | 1 | | | 1 |
| Saxon | 1 | | | | 1 |
| Scholastic Reading | | | | 4 | 4 |
| Wilson – Soar to Success | | | 2 | | 2 |
| Wright Group | 1 | 1 | | 1 | 3 |
| Other | | 4 | 4 | 3 | 11 |

22-15-8.1

PUBLIC SCHOOLS

22-15-9

~~The 1993 amendment, effective July 1, 1993, inserted "and other community members" in the second sentences of Subsections A and B.~~

~~The 1997 amendment, effective July 1, 1998, made a stylistic change in Subsection B.~~

~~The 2003 amendment, effective June 20, 2003, added the second sentence of Subsection A, pertaining to ten percent of instructional material on the multiple list concerning language arts and social studies.~~

~~The 2005 amendment, effective April 4, 2005, adds Subsection C to require the department to establish an instructional review process for the adoption of instructional material on a multiple list; provides in new Subsection D that participants in the summer~~

~~review institute shall receive a stipend as determined by department rule, and in new Subsection E requires the department to charge a processing fee to vendors of instructional material.~~

~~**Severability clauses.** — Laws 1986, ch. 33, § 35 provides for the severability of the act if any part or application thereof is held invalid.~~

~~**Right to inspect instructional material.** — Local school boards have no authority to prohibit citizens of the state from inspecting instructional material used in a public school within the district. 1988 Op. Atty Gen. No. 88-37.~~

22-15-8.1. Instructional material adoption fund.

The "instructional material adoption fund" is created in the state treasury. The fund consists of fees charged to publishers to review their instructional materials, income from investment of the fund, gifts, grants and donations. Money in the fund shall not revert to any other fund at the end of a fiscal year. The fund shall be administered by the department and money in the fund is appropriated to the department to pay expenses associated with adoption of instructional material for the multiple list.

History: Laws 2005, ch. 80, § 5.

Effective dates. — Laws 2005, ch. 80, § 8 makes this act effective April 4, 2005.

22-15-8.2. Reading materials fund; created; purpose; applications.

A. The "reading materials fund" is created in the state treasury. The fund consists of appropriations, gifts, grants and donations. Money in the fund shall not revert to any other fund at the end of a fiscal year. The fund shall be administered by the department, and money in the fund is appropriated to the department to assist public schools that want to change their reading programs from the current adoption. Money in the fund shall be disbursed on warrant of the secretary of finance and administration pursuant to vouchers signed by the secretary of public education or the secretary's authorized representative.

B. A school district that wants to use a scientific research-based core comprehensive, intervention or supplementary reading program may apply to the department for money from the reading materials fund to purchase the necessary instructional materials for the selected program. A school district may apply for funding for its reading program if:

(1) core and supplemental materials are highly rated by either the Oregon reading first center or the Florida center for reading research or the materials are listed in the international dyslexia association's framework for informed reading and language instruction;

(2) the district selects no more than two comprehensive published core reading programs; and

(3) the district has established a professional development plan describing how it will provide teachers with professional development and ongoing support in the effective use of the selected instructional materials.

History: Laws 2006, ch. 58, § 1.

Effective dates. — Laws 2006, ch. 58 contains no effective date provision, but, pursuant to N.M. Const.,

art. IV, § 23, is effective May 17, 2006, 90 days after adjournment of the legislature.

22-15-9. Distribution of funds for instructional material.

~~A. On or before April 1 of each year, the department shall allocate to each school district, state institution or private school not less than ninety percent of its estimated entitlement as determined from the estimated forty-day membership for the next school year. A school district's, state institution's or private school's entitlement is that portion of the total amount of the annual appropriation less a deduction for a reasonable reserve for emergency expenses.~~

2006-2007 Scientific Research Based Reading Materials

| District | Program | Approved |
|---|---|----------------|
| Alamogordo Public Schools | Pearson Learning | 29,859 |
| Albuquerque Public Schools | Foundations | 231,381 |
| Clayton Public Schools | SRA Language for Learning | 4,595 |
| Clovis Municipal Schools | Waterford Early Reading Program Software - K-2 plus | 90,600 |
| Eunice Public Schools | SRA Corrective Reading | 34,308 |
| Fort Sumner Municipal Schools | SRA Corrective Reading | 21,656 |
| Hobbs Municipal Schools | Reading Mastery Classic Levels I and II | 19,840 |
| Jefferson Montessori Academy Charter School | Open Court Teacher Resource Library | 22,969 |
| Moriarty Municipal Schools | Read Naturally | 108,250 |
| Portales Municipal Schools | NNH Reading Triumphs Intervention Program | 42,801 |
| Total | | 606,259 |

Total per PED spreadsheet

614,259

2007-2008 Scientific Research Based Reading Materials

| District | School | Program | Approved |
|-----------------------------|---------------------|--------------------------------------|----------------|
| Albuquerque Public Schools | La Luz | Houghton-Mifflin | 391,746 |
| Albuquerque Public Schools | Wherry E.S. | Harcourt | |
| Albuquerque Public Schools | Hawthorne E.S. | Harcourt | |
| Albuquerque Public Schools | Reginald Chavez ES | Harcourt | |
| Albuquerque Public Schools | Edward Gonzales ES | Harcourt | |
| Albuquerque Public Schools | Harrison M.S. | Read 180 | |
| Albuquerque Public Schools | Jimmy Carter M.S. | Read 180 | |
| Albuquerque Public Schools | Polk M.S. | Read 180 | |
| Albuquerque Public Schools | Ernie Pyle M.S. | Read 180 | |
| Albuquerque Public Schools | Garfield M.S. | Read 180 | |
| Albuquerque Public Schools | Truman M.S. | Read 180 | |
| Deming Public Schools | Bell E.S. | Harcourt | 99,525 |
| Deming Public Schools | Martin E.S. | SRA Open Court | |
| Deming Public Schools | Smith E.S. | SRA Open Court | |
| Floyd | Floyd E.S. | Houghton-Mifflin, Reading Mastery | 7,717 |
| Dexter Consolidated Schools | Dexter H.S. | Read 180 | 28,200 |
| Belen Consolidated Schools | 10 schools | FastForward, Houghton Mifflin | 57,859 |
| Portales Municipal Schools | Valencia E.S. | Voyager/Passporte, SRA | 17,874 |
| Ruidoso Municipal Schools | Ruidoso M.S. / H.S. | Read 180 | 55,980 |
| Total | | | 658,900 |

Funding available:

SB 710 \$373,900

Cap Outlay - \$275,000

Total: \$658,900



The Legislature of the State of New Mexico

48th Legislature, 1st Session

LAWS 2007

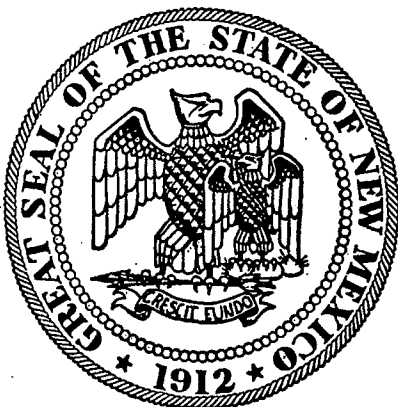
CHAPTER _____

HOUSE MEMORIAL 109

Introduced by

REPRESENTATIVE MIMI STEWART

REPRESENTATIVE NICK L. SALAZAR
REPRESENTATIVE RICK MIERA
REPRESENTATIVE DANICE PICRAUX
REPRESENTATIVE GAIL CHASEY
REPRESENTATIVE TERESA A. ZANETTI



1 A MEMORIAL
2 REQUESTING THE LEGISLATIVE EDUCATION STUDY COMMITTEE TO STUDY
3 THE 2008 INSTRUCTIONAL MATERIAL READING ADOPTION AND
4 ENCOURAGING THE PUBLIC EDUCATION DEPARTMENT TO NARROW THE
5 ADOPTION LIST TO ONLY SCIENTIFICALLY BASED INSTRUCTIONAL
6 MATERIALS.

7
8 WHEREAS, reading is the very foundation of formal
9 education in the modern world, for without the ability to
10 read, a child is not able to progress successfully through the
11 remainder of a school curriculum; and

12 WHEREAS, reading is a learned skill that includes oral
13 language, phonological awareness, print awareness and
14 alphabetic awareness; and

15 WHEREAS, a child's failure to learn to read often
16 results in a devastating downward spiral that leads to low
17 self-esteem and underachievement, both in school and in life;
18 and

19 WHEREAS, an extensive knowledge base now exists to show
20 teachers and parents the skills students must learn to read
21 well, and these skills provide the basis for sound curriculum
22 decisions and instructional approaches that can help prevent
23 the predictable consequences of early reading failure; and

24 WHEREAS, the state has invested in the reading
25 initiative, the literacy for children at risk program,

1 kindergarten plus, pre-kindergarten and now K-3 plus to help
2 low-income children, in particular, learn to read; and

3 WHEREAS, those programs, as well as other elementary
4 school reading programs, are required to teach reading using
5 scientifically based methods; and

6 WHEREAS, given the statutory requirements for
7 scientifically based reading programs, it is extremely
8 important that the instructional materials adopted by the
9 public education department be aligned with those
10 requirements; and

11 WHEREAS, the department must adopt reading instructional
12 materials in 2008, and it is imperative that it adopt only
13 those reading materials and programs that are scientifically
14 proven to teach children how to read;

15 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF
16 REPRESENTATIVES that the legislative education study committee
17 be requested to study the public education department's
18 reading instructional materials adoption process and assist
19 the department and legislature, as needed, to ensure that only
20 scientifically proven instructional materials are adopted; and

21 BE IT FURTHER RESOLVED that the public education
22 department be strongly encouraged to limit the reading
23 adoption, not only in quantity of materials adopted but in
24 quality as well, adopting only those instructional materials
25 that have been proven through scientific research to enhance

1 early language, cognitive and reading development skills and
2 that are based on the latest scientifically based research on
3 phonemic awareness, phonics, fluency, vocabulary and text
4 comprehension; and

5 BE IT FURTHER RESOLVED that copies of this memorial be
6 transmitted to the legislative education study committee and
7 the public education department.

S/ BEN LUJAN
BEN LUJAN, SPEAKER
HOUSE OF REPRESENTATIVES

S/ STEPHEN R. ARIAS
STEPHEN R. ARIAS, CHIEF CLERK
HOUSE OF REPRESENTATIVES

**New Mexico Public Education Department
Instructional Material Bureau**

FORM C

RESEARCH-BASED EFFECTIVENESS DATA

Publisher:

Title:

Date of Study:

Duration of the Study:

Participants:

Grade Levels:

Content Area:

Summary of Findings:

New Mexico Public Education Department
Form F: Publisher Alignment Document
Language Arts/Reading

| | |
|-------------------|-----------------------------|
| Name: | Title of Individual: |
| Publisher: | Title of Text: |
| ISBN: | Date: |

VERIFICATION TO BE COMPLETED BY THE PUBLISHER'S AGENT

In accordance with NMAC 6.75.2.8

...The materials under review shall be scored according to the extent of their alignment with state content and performance standards and presented pedagogy...

The Instructional Material Bureau is requiring all publishers submitting core/basal material (student and teacher edition) for review to provide evidence of alignment with the following criteria.

Instructions: Please enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph. Example: [123-5] would refer the reviewer to page 123, paragraph 5 to find the evidence of the indicator.

ALTERED FORMS WILL AUTOMATICALLY ELIMINATES THE MATERIAL FROM ADOPTION.

| I. Language Arts: Reading and Listening for Comprehension (6.30.2.13.A) | | | | |
|---|--|----------|----------|----------|
| NM Standard | | 1 | 2 | 3 |
| A. | Apply strategies and skills to comprehend information that is read, heard and viewed. | | | |
| B. | Listen to, read, react to, and analyze information. | | | |
| II. Language: Reading and Listening for Comprehension (6.30.2.13.A) | | | | |
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Apply appropriate skills in looking for information and appropriate language use from electronic, print and non-print sources. | | | |
| B. | Apply standard English through the use of grammar, punctuation, spelling, diction, sentence structure and paragraph. | | | |
| C. | Use context to determine the meaning of unfamiliar words: denotation, connotation, nuances. | | | |
| D. | Use appropriate format, style and structure for different types of communication and audiences: memos, presentations, type of information, technical and non-technical language. | | | |
| III. Communication: Writing and Speaking for Expression (6.30.2.13.B) (WSH, RLI) | | | | |
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems. | | | |
| B. | Summarize and/or paraphrase information presented orally by others. | | | |
| C. | Make oral presentations using established criteria for maximum coherence and impact. | | | |
| D. | Participate productively in self-directed work teams for a particular purpose that include the interpreting literature, writing or critiquing a proposal, solving a problem and making a decision. | | | |

| IV. Writing: Writing and Speaking for Expression (6.30.2.13.B) (WSII, RLI) | | | | |
|---|---|----------|----------|----------|
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Use systematic strategies to research, organize, record information, and plan writing integral to the writing process. | | | |
| B. | Articulate a clear position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods from the best in critical thinking and problem solving. | | | |
| C. | Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication. | | | |
| D. | Edit both one's own and others' work for grammar, style, tone, voice, clarity and accuracy appropriate to audience, purpose and context. | | | |
| V. Research: (6.30.2.13.B) (WSII, RLI) | | | | |
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Apply the skills of research from formulating a research question, to implementing the process of gathering information from a variety of sources, and of effective selection and use of resources. | | | |
| B. | Evaluate and critique for credibility, consistency, validity, reliability, strengths and limitations of resources used: primary, secondary, direct observation, interviews and surveys. | | | |
| C. | Write an extended research essay building on primary and secondary sources that demonstrate proper format, citation/documentation and content that summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate. | | | |
| D. | Apply organizational and time management skills in prioritizing tasks, organizing time and meeting deadlines as applicable to research prescriptions. | | | |
| VI. Logic: (6.30.2.13.B) (WSII, RLI, LMIII) | | | | |
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Distinguish between facts and opinions, evidence and inferences; describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims. | | | |
| B. | Recognize loaded terms, caricature, sarcasm, false assumption, leading questions, logical fallacies, and faulty reasoning in written and oral communications. | | | |
| C. | Use argument to interpret researched information; establish and defend a point of view; address concerns of the opposition; and use logical strategies and techniques to defend and oppose any stated position in written and oral communications. | | | |
| D. | Analyze two or more texts or studies addressing the same topic to determine how similar or different conclusions are reached and to draw conclusions that go | | | |
| VII. Informational Text: (6.30.2.13.B) (WSII, RLI, LMIII) | | | | |
| ADP & NM Standard | | 1 | 2 | 3 |
| A. | Identify and interpret information presented in a technical format and/or the visual formats that support them. (Charts, maps, diagrams, tables...) | | | |
| B. | Identify, produce and use appropriate format, style and structure for different types of communication, both verbal and written: memos, presentations; extent and type of information as appropriate; technical or non-technical language | | | |
| C. | Analyze, synthesize and critique texts from various perspectives and approaches; and draw conclusions based on evidence from informational and technical texts. | | | |
| D. | Assess and evaluate content, format, structure and visual appeal used in technical and non-technical print and non-print texts, that is, evaluate for clarity, simplicity and coherence of text, and appropriateness of graphics and visuals. | | | |

VIII. Media: Use literature and media to develop an understanding of people societies, and the self (j6.30.2.13.C) (WSII, RLI, LMIII)

| ADP & NM Standard | | 1 | 2 | 3 |
|-------------------|---|---|---|---|
| A. | Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain. (anecdote, expert witness, vivid detail, tearful testimony and humor) | | | |
| B. | Recognize how visual and sound techniques or design carry and/or influence messages in various media such as special effects, camera angles, and music. | | | |
| C. | Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects to present a distinctive point of view on a topic. (PowerPoint, Video...) | | | |

IX. Literature: Use literature and media to develop an understanding of people, societies, and the self (6.30.2.13.C) (WSII, RLI, LMIII)

| ADP & NM Standard | | 1 | 2 | 3 |
|-------------------|--|---|---|---|
| A. | Comprehension and ability to respond personally to texts that include technical and genre specific devices by selecting and exploring a wide range of literary forms. (metrics in poetry and dialogue in drama) | | | |
| B. | Appreciate the ways in which the selection and use of literary devices and techniques articulate the writer's vision and message. (conventions of verse, soliloquy, stage direction) | | | |
| C. | Interpret significant works from various forms of literature and use critical analysis to gain meaning, develop thematic connections, synthesize and evaluate ideas. | | | |
| D. | Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives that include pre-20 th C. foundational works of American literature as well as multicultural and cross-cultural literary works. | | | |

Additional Criteria to be used during the selection process:

| Relevant Criteria | | 1 | 2 | 3 |
|-------------------|---|---|---|---|
| A. | Research and Outcome/Evidence-Based | | | |
| B. | Reading Intervention Programs (Independently Reviewed i.e. SBRR) | | | |
| C. | Broad/International perspective and Culturally Diverse | | | |
| D. | Imbedded Language Acquisition Theories of Learning with Focus on ELLS and Second Language Acquisition Learners | | | |
| E. | Differentiated Learning and Instruction | | | |
| F. | Clear Empowerment of Teacher as Facilitator and Student as an Active Participant | | | |
| G. | Imbedded Components of Reading: phonemic awareness, phonics, vocabulary, fluency, comprehension and oral language | | | |
| H. | Broad Applicability for Full Range of Students and Skills Levels | | | |
| I. | An Alternative Core for Struggling Readers | | | |
| J. | List of supplementary resources both print and non-print (Readers, websites, music, newspaper, etc...) | | | |

**New Mexico Public Education Department
Form F: Publisher's Alignment Document
CORE Reading Intervention**

| | |
|-------------------|-----------------------------|
| Name: | Title of Individual: |
| Publisher: | Title of Text: |
| ISBN: | Date: |

VERIFICATION TO BE COMPLETED BY THE PUBLISHER'S AGENT

In accordance with NMAC 6.75.2.8

...The materials under review shall be scored according to the extent of their alignment with state content and performance standards and presented pedagogy...

The Instructional Material Bureau is requiring all publishers submitting core/basal material (student and teacher edition) for the adoption process to provide evidence of alignment with the following criteria.

Instructions: Please enter three (3) citations (one in each cell) for each indicator, enter the page number and the paragraph. Example: [123-5] would refer the Reviewer to page 123, paragraph 5 to find the evidence of the standard.

ALTERED FORMS WILL AUTOMATICALLY ELIMINATE THE MATERIAL FROM ADOPTION.

**New Mexico Standard: Language Arts: Reading and Listening for Comprehension
(6.30.2.13.A)**

- A. Apply strategies and skills to comprehend information that is read, heard and viewed.**
B. Listen to, read, react to, and analyze information.

| INTERVENTION PROGRAM EVALUATION | | | | |
|---------------------------------|---|---|---|---|
| 1. | Phonemic Awareness: the ability to hear and manipulate the sound structure of language. Phonemic awareness is an auditory skill and consists of multiple components. | 1 | 2 | 3 |
| | a. Teaches skills explicitly. | | | |
| | b. Models phonemic awareness tasks and responses orally and follows with students' production of the task. | | | |
| | c. Progresses from easier phonemic awareness to more difficult. | | | |
| | d. Incorporates letters into phonemic awareness activities. | | | |
| | e. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulative that signal the movement of one sound to the next. | | | |
| | f. Analyzes words at the phoneme level and works with individual sounds within the words. | | | |
| | g. Focuses beginning phonemic level instruction on sort words. | | | |
| | h. Works with increasingly longer words and expands beyond consonant-vowel-consonant words to more complex phonemic structures, consonant blends. | | | |

| | | | | |
|----|---|---|---|---|
| | i. Focuses appropriate amount of time on blending, segmenting, and manipulating tasks until proficient. | | | |
| 2. | Phonics (Decoding): The ability to recognize words accurately, fluently, and independently. Phonics is fundamental to reading in an alphabetic writing system. Learning includes the critical skills to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words. | 1 | 2 | 3 |
| | a. Introduces high-utility letter sound instruction early in the sequence instead of low-utility letter sounds. | | | |
| | b. Sequences the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion. | | | |
| | c. Incorporates frequent and cumulative review of taught letter sounds to increase automatically. | | | |
| | d. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blending, reading whole words). | | | |
| | e. Introduces regular words for which students know all the letter sounds. | | | |
| | f. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. | | | |
| | g. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. | | | |
| | h. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. | | | |
| | i. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unity. | | | |
| | j. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. | | | |
| | k. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and uses other program materials such as trade books, anthologies, etc. | | | |
| | l. Uses structural analysis judiciously to support word recognition strategies. | | | |
| 3. | Phonics (Irregular Words): | 1 | 2 | 3 |
| | a. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. | | | |
| | b. Controls the number of irregular words introduced at one time. | | | |
| | c. Separates highly similar words for initial instruction (e.g. was/saw) | | | |
| | d. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. | | | |
| | e. Preteaches sight words and incorporates them into connected text. | | | |
| | f. Provides ample practice and cumulative review of important high-frequency sight words. | | | |
| 4. | Text Reading and Fluency: the effortless, automatic ability to read words in isolation (orthographic coding) and connected text. | 1 | 2 | 3 |
| | a. Provides fluency practice at the word level. | | | |
| | b. Introduces passage reading soon after students can read a sufficient number of words accurately. | | | |
| | c. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. | | | |

| | | | | |
|----|---|---|---|---|
| | d. Initial stories/passages composed of high percentage of regular words (minimum of 75-80% decodable words). | | | |
| | e. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. | | | |
| | f. Passages contain high-frequency irregular words that have been previously taught. | | | |
| | g. Introduces fluency practice after students read words in passages accurately. | | | |
| | h. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. | | | |
| | i. Builds toward a 60 word-per-minute frequency goal and on to 90 word-per-minute, then to 120 word-per-minute goal. | | | |
| | j. Assesses fluency regularly. | | | |
| 5. | Vocabulary: the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. | 1 | 2 | 3 |
| | a. Selects words that are highly useful for passage understanding and/or later learning. | | | |
| | b. Explain meanings of words in everyday language. | | | |
| | c. Provides direct instruction of targeted concepts and vocabulary. | | | |
| | d. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. | | | |
| | e. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. | | | |
| | f. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words.) | | | |
| | g. Reviews previously introduced words cumulatively. | | | |
| | h. Teaches strategies to use context to gain the meanings of an unfamiliar word. | | | |
| | i. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. | | | |
| | j. Extends the understanding of concepts and vocabulary of the English language through: <ul style="list-style-type: none"> • Learning and using antonyms and synonyms; • Using individual words in compound words to predict meaning; • Using prefixes and suffixes to assist in word meaning; • Learning simple multiple-meaning words. | | | |
| 6. | Comprehension: the complex cognitive process involving the intentional interaction between reader and text to extract and construct meaning. | 1 | 2 | 3 |
| | a. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) by providing multiple examples. | | | |
| | b. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. | | | |
| | c. The text for initial instruction in comprehension begins with text units appropriate for the learner, uses familiar vocabulary and uses simple sentences. The text is high interest for high school students. Text packaging is similar and mirrors other high school level materials. | | | |
| | d. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. | | | |
| | e. Provides guided practice in and systematic review of critical comprehension strategies. | | | |

| | | | | |
|--|--|--|--|--|
| | f. Connects previously taught skills and strategies with new content and text. | | | |
| | g. Models and guides the student through story structure. | | | |
| | h. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. | | | |
| | i. Teaches conventions of informational text such as titles and chapter headings, to locate important information. | | | |
| | j. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. | | | |

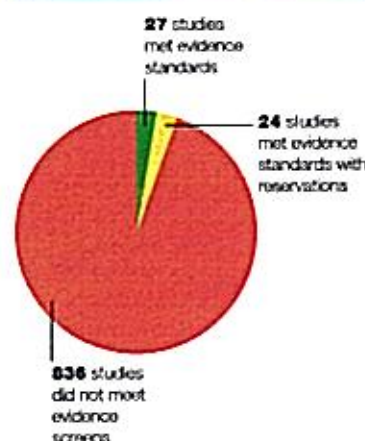
What Works Clearinghouse



Beginning Reading

August 13, 2007

WWC reviewed 887 studies of 153 beginning reading programs



Addressing the needs of beginning readers

This What Works Clearinghouse (WWC) topic review addresses a variety of programs and products developed to address the needs of beginning readers. For the current wave of reports, we focused on replicable programs or products for students in the early elementary settings (that is, grades K–3) including: core reading curricula, programs, or products to be used as supplements to other reading instruction, programs that focus on staff development, and literacy software. The What Works Clearinghouse (WWC) review on beginning reading focuses on reading interventions for students in kindergarten through grade 3 intended to increase skills in alphabets, reading fluency, comprehension, or general reading achievement.

Because there are so many reading interventions and studies in Beginning Reading, the What Works Clearinghouse set priorities for programs to be reviewed first. They included those that, on initial screening, had studies with the strongest (most rigorous) designs and those that, on initial screening, had the most studies.¹

We looked at 887 studies of 153 programs that qualified for our review. Of these, 51 studies of 24 programs met our evidence standards, 27 without reservations and 24 with reservations.² The remaining 129 programs had no studies that met the WWC evidence screens. Of these, 92 programs had one or more studies that were reviewed and did not meet WWC evidence screens. Thirty-seven programs did not have any outcomes studies.

In looking at the four outcome domains for the 24 interventions, 10 interventions had positive effects or potentially positive

effects in all the outcome domains addressed in their studies (see table 1). Eleven interventions had a combination of positive or potentially positive effects in one or two domains while having mixed, negative, or no discernible effects in other domains. Three had only mixed effects or no discernible effects across domains.

Intervention ratings for Beginning Reading

Each beginning reading program reviewed had at least one study meeting WWC standards (with or without reservations) and received a rating of effectiveness in one or more of the four outcome domains (alphabets, fluency, comprehension, and general reading achievement). The rating is designed to characterize the existing evidence, taking into account: quality of the research design, statistical significance of the findings, size of the difference between participants in the intervention and comparison conditions, and consistency in findings across studies.

The research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative (see the [WWC Intervention Rating Scheme](#)). Table 1 shows the effectiveness ratings for the 24 beginning reading programs in the four outcome domains (empty cells indicate that no evidence was reported). Table 2 lists the programs for which there were no studies meeting WWC evidence screens. This includes interventions with no studies and interventions with outcomes studies that were reviewed but did not meet WWC evidence screens.

Findings presented in this topic report summarize the first wave of WWC beginning reading intervention reports produced in 2006–07. www.whatworks.ed.gov

1. Thirty-two additional interventions (involving 36 quasi-experimental design studies) passed the initial screening criteria but were not included in this wave of Beginning Reading reviews. These interventions were those that on initial screening had only one eligible study that met WWC evidence standards with reservations (i.e., had the fewest numbers of studies, which also used less rigorous designs).
2. Seven additional single-case studies have dispositions pending. The WWC is currently developing standards for the review of single-case studies.

Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains

| | Alphabetic | | Fluency | | Comprehension | | General reading achievement | |
|--|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|-----------------------------|---------------------------------|
| | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ |
| Accelerated Reader/Reading Renaissance (http://www.renlearn.com/reading.htm) | | | | | | Small | | Small |
| Auditory Discrimination in Depth/ Lindamood Phonemic Sequencing®² | | Small | | | | Small | | |
| ClassWide Peer Tutoring (http://www.jgcp.ku.edu) | | | | | | | | Small |
| Cooperative Integrated Reading and Composition® (CIRC) (http://www.successforall.net/elementary/readingwings.htm) | | | | | | Medium to large | | |
| Corrective Reading (http://www.sraonline.com) | | Small | | Small | | Small | | |
| Daisy Quest³ | | Small | | | | | | |
| Early Intervention in Reading® (EIR) (http://www.earlyinterventioninreading.com) | | Small | | | | Small | | |
| Earobics® (http://www.earobics.com) | | Small | | Small | | | | |
| Failure-Free Reading (http://www.failurefreeonline.com/index_parents.php) | | Small | | Small | | Small | | |
| Fast Forward® (http://www.scilearn.com) | | Small | | | | Small | | |
| Fluency Formula™ (http://www.scholastic.com/fluencyformula) | | | | Small | | Small | | |
| Kaplan SpellRead (http://kaplank12.com) | | Small | | Small | | Small | | |
| Ladders to Literacy (http://www.brookespublishing.com) | | Medium to large | | Small | | Medium to large | | |
| Little Books (http://www.goodyearbooks.com) | | | | | | | | Small |
| Peer-Assisted Learning Strategies (PALS) (http://kc.vanderbilt.edu/pals) | | Small | | Small | | Small | | |
| Read Naturally (http://www.readnaturally.com) | | | | Small | | Small | | |
| Read, Write, Type™ (http://www.talkingfingers.com) | | Small | | | | Small | | |

(continued)

Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains (continued)

| | Alphabetics | | Fluency | | Comprehension | | General reading achievement | |
|--|-------------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|---------------------------------|-----------------------------|---------------------------------|
| | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ | Rating of effectiveness | Extent of evidence ¹ |
| Reading Recovery® (http://www.readingrecovery.org) | | Small | | Small | | Small | | Medium to large |
| Start Making a Reader Today® (http://www.getsmartoregon.org) | | Small | | Small | | Small | | |
| Stepping Stones to Literacy (http://www.sopriswest.com) | | Small | | | | | | |
| Success for All® (http://www.successforall.net) | | Medium to large | | | | Medium to large | | Medium to large |
| Voyager Universal Literacy System® (http://www.voyagerlearning.com) | | Medium to large | | | | Small | | |
| Waterford Early Reading Program™ (http://www.pearsondigital.com/waterford) | | Small | | | | Small | | |
| Wilson Reading System® (http://www.wilsonlanguage.com) | | Small | | Small | | Small | | |

Note: The WWC intervention reports describe each program and provide information on the students, the cost, and the scope of use. To view the intervention reports, please click on the program name or go to www.whatworks.ed.gov. Following each program name is the developer's or distributor's website address. The research evaluated addresses some but not all grade levels targeted by these interventions. Grade levels are related to student age and may affect outcomes. For a comparison of targeted grade levels and grade levels in the studies reviewed by the WWC, see Appendix A2.

1. A rating of "medium to large" requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is "small."
2. There is no single website listed as the product is sold by a number of distributors. See intervention report for further details.
3. There is no website listed as the developer distributes the product individually. See intervention report for further details.

Key

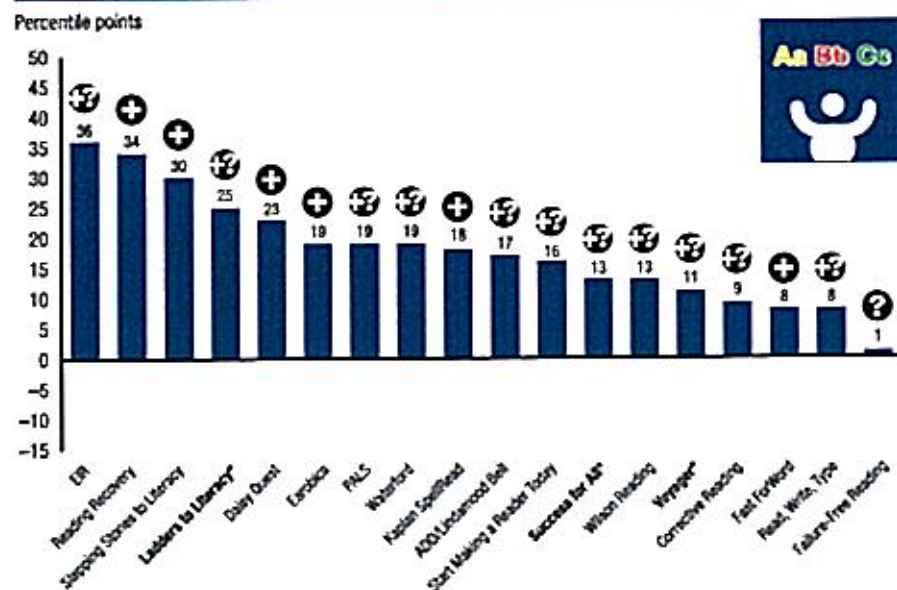
| | | | | | | | | | | | |
|--|---|--|--|--|---|--|--|--|--|--|---|
| | Positive effects: strong evidence of a positive effect with no overriding contrary evidence | | Potentially positive effects: evidence of a positive effect with no overriding contrary evidence | | Mixed effects: evidence of inconsistent effects | | No discernible effects: no affirmative evidence of effects | | Potentially negative effects: evidence of a negative effect with no overriding contrary evidence | | Negative effects: strong evidence of a negative effect with no overriding contrary evidence |
|--|---|--|--|--|---|--|--|--|--|--|---|

Average improvement indices for each domain

The WWC computes an average improvement index for each domain and each study, as well as a domain average improvement index across studies of the same intervention (see the [Technical Details of WWC-Conducted Computations](#)).

The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. It can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, which is based on four factors, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.³

Figure 1 Alphabetics: average improvement



* Medium to large extent of evidence (see appendix A1).

Alphabetics

The alphabetics domain includes skills tied to word decoding and word recognition. Alphabetics comprises five constructs:

- *Phonemic awareness* (or phoneme awareness) refers to the understanding that the sounds of spoken language—phonemes—work together to make words, and phonemes can be substituted and rearranged to create different words.
- *Phonological awareness* is a more encompassing concept and refers to awareness of larger spoken units such as syllables and rhyming words.
- *Letter identification* refers to knowledge of the names of the letters of the alphabet and has been shown to be a predictor of reading development.
- *Print awareness* refers to knowledge or concepts about print and awareness of common characteristics of books.
- *Phonics* refers to the ability to associate letters and letter combinations with sound and blending them into syllables and words.

We reviewed alphabetics outcomes for 18 beginning reading programs, and the average improvement index ranged from +1 to +36 percentile points (figure 1).

Fluency

Fluency is the ability to read connected text accurately, automatically, and with expression, while still extracting meaning from it. Many fluency outcomes rely on measuring both speed and accuracy. We reviewed fluency outcomes for 11 beginning reading programs, and the average improvement index ranged from +2 to +46 percentile points (figure 2).

Comprehension

The comprehension domain includes measures in two constructs both oriented toward understanding the meaning of what is read. The first, *vocabulary development*, refers to the development of knowledge about the meanings, uses, and pronunciation of words. Measures of both receptive (listening) and expressive (spoken or written) vocabulary were included. The second construct, *reading comprehension*, refers to the understanding of the meaning of a passage and the context in which the words occur. We reviewed comprehension outcomes for 19 programs, and the average improvement index ranged from -15 to +20 percentile points (figure 3).

3. To enable comparisons across interventions, improvement indices are calculated from student-level findings. In the case of *Ladders to Literacy* in the alphabetics domain, the average improvement index does not represent all the findings reviewed by the WWC, as some of the findings were reported on the classroom or school level, and student-level improvement indices could not be computed. For further details please see [Technical Details of WWC-Conducted Computations](#).

Figure 2 Fluency: average improvement

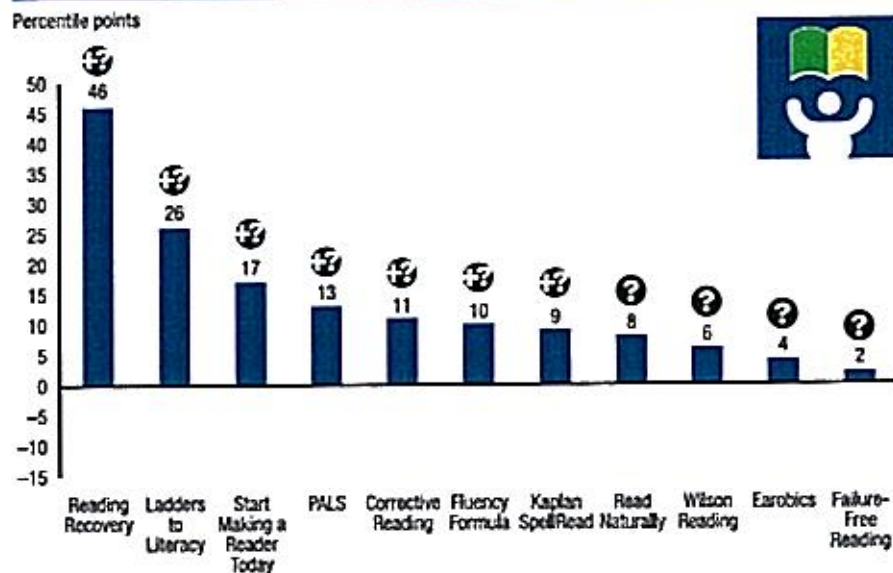


Figure 3 Comprehension: average improvement

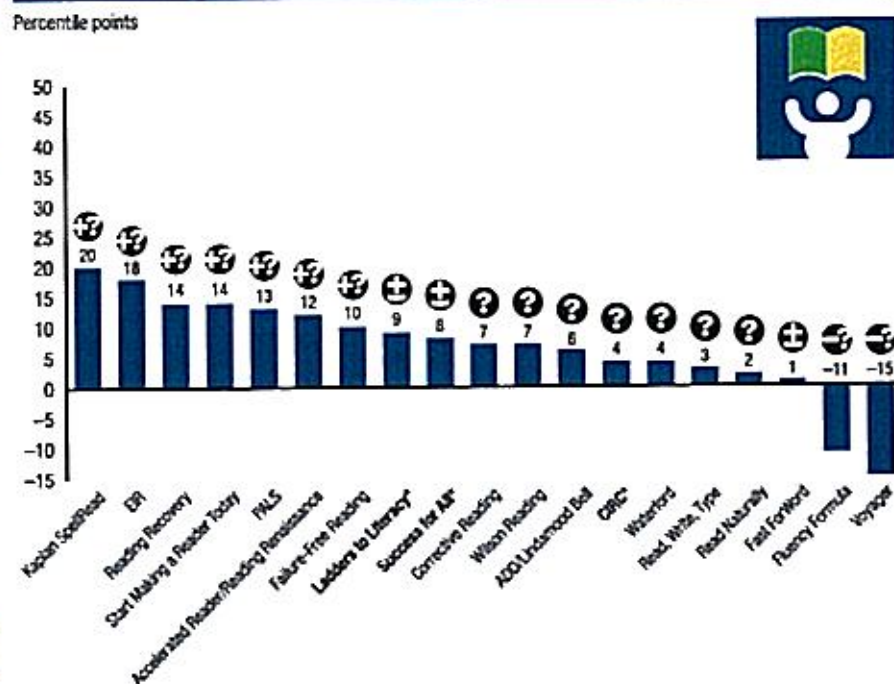
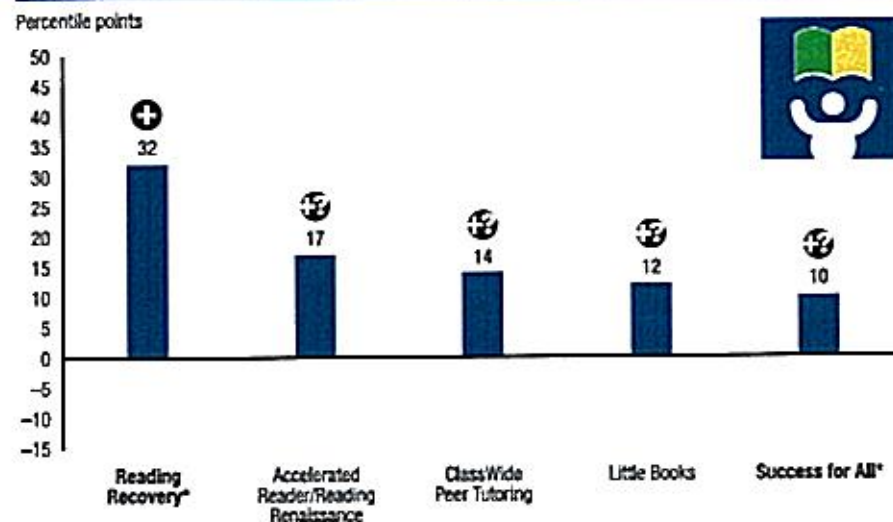


Figure 4 General reading achievement: average improvement



General reading achievement

The general reading achievement domain includes outcomes that either combine two or more of the previous domains (alphabetic, reading fluency, and comprehension) or provide some other type of summary score, such as a "total reading score" on a standardized reading test. We reviewed general reading achievement outcomes for 5 programs, and the average improvement index ranged from +10 to +32 percentile points (figure 4).

* Medium to large extent of evidence (see appendix A1).

Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴

| | |
|--|---|
| 100 Book Challenge (http://www.100bookchallenge.com) | Letter People (http://www.abramsandcompany.com/letterpeople_index.cfm) |
| Academic Associates Learning Centers [®] (http://www.academic-associates.com/index.htm) | Letterland (http://www.letterland.com) |
| Academy of Reading (no website available) | Leap Into Phonics (http://www.leapintolearning.com/products.html) |
| Alpha-Time (no website available) | LeapFrog SchoolHouse (http://www.leapfrogshouse.com) |
| AlphabITunes (http://www.alphabitunes.com) | LinguiSystems (http://www.linguisystems.com) |
| America's Choice (http://www.americaschoice.org) | Literacy Collaborative (http://literacycollaborative.org) |
| Athen's Tutorial Program (http://www.uga.edu/~atp) | Literacy First (http://www.literacyfirst.com) |
| Balanced Early Literacy Initiative (no website available) | LocuTour Multimedia Cognitive Rehabilitation (http://www.locutour.com) |
| Barton Reading & Spelling System (http://www.bartonreading.com) | Merit Reading Software Program (http://www.meritsoftware.com) |
| Benchmark Word Recognition Program (http://www.benchmarkschool.org) | My Reading Coach™ (http://www.myreadingcoach.com/hrp/fluency.htm) |
| Book Buddies (http://www.readwritethink.org/lessons/lesson_view.asp?id=160) | National Geographic Society and Arizona Geographic Alliance K-8 program (http://alliance.la.asu.edu/geoliteracy/GeoLitNCSS.pdf) |
| Bookmark (no website available) | New American Schools (no website available) |
| Bradley Reading and Language Arts (no website available) | New Century Integrated Instructional System (http://www.nccorp.com) |
| Breakthrough to Literacy (http://www.breakthroughtoliteracy.com) | New Heights (no website available) |
| Bridge (http://www.utpress.utoronto.ca/GCentre/0778402762.html) | North Carolina A+ Schools network (http://aplus-schools.uncg.edu) |
| Bring the Classics to Life (http://www.edconpublishing.com) | Onward to Excellence (http://www.mwrel.org/scpd/bte) |
| California Early Literacy Learning (CELL) (http://www.cell-edl.com) | Pacemaker (http://www.agsglobe.com/group.asp?mGroupInfoID=a0822451026) |
| Carbo Reading Styles Program (http://www.nrsi.com) | Pause Prompt & Praise (http://www.peta.edu.au/Teaching_resources/Teaching_Tips/page_1559.aspx) |
| CIERA School Change Project (http://www.ciera.org) | Peabody Language Development Kits (http://ags.pearsonassessments.com/group.asp?mGroupInfoID=a8550) |
| C.L.A.P., A sound Approach to Pre-Reading Skills (http://www.soundreading.com/pages/programs.cfm?id=9B2CEECC-ABD3-4584-BBD283CA5DA431C3) | Performance Learning Systems (http://www.plsweb.com) |
| CompassLearning (http://www.compasslearning.com) | Programmed Tutorial Reading (no website available) |
| Compensatory Language Experiences and Reading Program (CLEAR) (no website available) | Project FAST (Families Are Students and Teachers) (http://www.wcer.wisc.edu/FAST) |
| Comprehensive Curriculum for Early Student Success (ACCESS) (http://www.sharingsuccess.org/code/epw/profiles/hdn1.html) | Project LISTEN's Reading Tutor (http://www.cs.cmu.edu/%7Elisten/index.html) |
| Concept Phonics Fluency Set (http://www.oxtonhouse.com/concept_phonics.html) | |

(continued)

Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴ (continued)

| | |
|---|--|
| Cornerstone Literacy Initiative (http://www.cornerstoneliteracy.org) | Project LISTEN's Writing Tutor (no website available) |
| CrossTies (no website available) | Project PLUS (Partnership Linking University School Personnel) (no website available) |
| Davis Learning Strategies® Program (http://www.davislearn.com) | Project Read (http://www.projectread.com) |
| Destination Reading (http://www.riverdeep.net/portal/page?_pageid=336,1&_dad=portal&_schema=PORTAL) | QuickReads (http://quickreads.org) |
| Different Ways of Knowing (http://www.differentways.org/gale/different_ways.html) | Rainbow Reading Program (http://www.rainbowreading.co.nz) |
| Direct Instruction/DISTAR (no website available) | Read Well (http://store.camblumlearning.com) |
| Direct Instruction/Horizons (http://www.sraonline.com) | Reading Intervention for Early Success (http://www.eduplace.com/intervention/readintervention) |
| Direct Instruction/RITE (http://www.ritemail.com) | Reading Rods (http://www.etaquisineaire.com/readingrods/readingrods.jsp) |
| Direct Instruction/Spelling Mastery (http://mcgraw-hill.co.uk/sra/readingmastery.htm) | Reading Speed Drills (http://www.oxtonhouse.com/reading_speed_drills.html) |
| Direct Instruction/SRA (http://www.sraonline.com) | Reading Success from the Start (no website available) |
| Direct Instruction/Teacher Your Child to Read in 100 Easy Lessons (no website available) | Reading Theater (http://playbooks.com/index.shtml) |
| Direct, Intensive, Systematic, Early, and Comprehensive (DISEC) Instruction (no website available) | Reading Together™ (http://learningtogether.com/inschool/readingtogether.html) |
| Discover Intensive Phonics for Yourself (http://www.readinghorizons.com) | Reading Upgrade (http://www.learningupgrade.com) |
| Dr. Cupp Readers® & Journal Writers (http://www.cindycupp.com) | Right Start to Reading (no website available) |
| Edison Schools (http://www.edisonschools.com) | Road to the Code (http://www.brookespublishing.com/store/books/blachman-4382/index.htm) |
| Emerging Readers Software (http://www.soundreading.com) | SAIL (Second grade Acceleration in Literacy) (no website available) |
| Essential Skills Software (http://www.essentialskills.net) | Saxon Phonics (http://saxonpublishers.harcourtachieve.com) |
| Evidence Based Literacy Instruction (http://www.ebli.org) | Schoolwide Early Language and Learning (SWELL) (no website available) |
| Fast Track Action Reading Program (no website available) | SkillsTutor (http://www.achievementtech.com) |
| Felipe's Sound Search (no website available) | Soar to Success (http://www.eduplace.com) |
| First grade Literacy Intervention Program (FLIP) (no website available) | Sondax System (http://www.sondaxsystem.com) |
| Flippin Reading Connections™ (http://www.flippengroup.com/education/index.html) | Sound Field System (no website available) |
| Frontline Phonics (http://www.frontlinephonics.com) | Sound Foundations (no website available) |
| Foundations (http://www.foundations.com) | Sound Partners (http://www.wrl-edu.org/partners/sound-partners.htm) |
| | Sound Reading (http://www.soundreading.com/srs_new/index.cfm) |
| | Sounds Abound (http://www.linguisticsystems.com) |

(continued)

Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴ (continued)

| | |
|---|---|
| Funnix (http://www.funnix.com) | Sounds and Symbols Early Reading Program (http://ags.pearsonassessments.com) |
| G0cabulary Program for Elementary Students (http://www.gocabulary.com/gocabel.htm) | S.P.I.R.E. (http://www.epsbooks.com/dynamic/catalog/program.asp?seriesonly=3250M) |
| Goldman-Lynch Language Simulation Program (no website available) | Starfall (http://www.starfall.com) |
| Goldman-Lynch Sounds-in-Symbols Development Kit (http://ags.pearsonassessments.com/group.asp?mGroupInfoID=highha) | STEPS (Sequential Teaching of Explicit Phonics and Spelling) (http://www.stepsreadingcenter.com) |
| Guided Discovery LOGO (no website available) | Stories and More (http://brightbluesoftware.com/stories.htm) |
| Hooked on Phonics® (http://secure.hop.com/index.cfm) | Story Comprehension to Go (http://www.linguisticsystems.com) |
| HOTS (http://www.hots.org) | Strategies that Work (no website available) |
| Huntington Phonics (no website available) | Student Teams Achievement Divisions (STAD) (http://www.pwcs.edu/curriculum/sol/stad.htm) |
| IntelliTools Reading (http://www.intellitools.com) | SuccessMaker® Reading (http://www.pearsondigital.com) |
| Invitations to Literacy (http://www.eduplace.com/rdg/it) | Sullivan Program (no website available) |
| Irlen Method (http://irlen.com) | Voices Reading (http://www.zaner-bloser-voices.com/reading) |
| Jigsaw Classroom (http://www.jigsaw.org) | VoWac (Vowel Oriented Word Attack Course) (http://www.vowac.com/OLD%20PAGES/default.old.htm) |
| Johnny Can Spell (http://www.nine-enterprises.com/jhine/hav00.asp) | Wiggleworks (http://teacher.scholastic.com/products/wiggleworks/index.htm) |
| Jostens Integrated Language Arts Basic Learning System (no website available) | WORKSHOP WAY—Instant Personality Phonics Activities (http://www.workshopway.org/workshop-way.htm) |
| Kindergarten Works (no website available) | Wright Group's Intervention Program (http://www.wrightgroup.com) |
| Kindergarten Intervention Program (KIP) (no website available) | Writing to Read (http://brightbluesoftware.com/wtr.htm) |

4. The table includes all eligible programs with no studies and all eligible programs with no studies meeting evidence standards. The list was compiled from interventions that were suggested for WWC review by public submission and interventions that arose in studies found during the WWC literature search. The list is not inclusive of all reading interventions, and some of the interventions may no longer be actively distributed.

For more information about the studies reviewed and the WWC methodology, please see the **WWC Beginning Reading Technical Appendices**.



Highlights

Middle and High School Literacy

Education Commission of the States • 700 Broadway, Suite 1200 • Denver, CO 80203-3460 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

The Oregon Department of Education asked ECS to compile resources on the topic of middle and high school literacy. Upon looking at the recent literature on this topic, the following excerpt of a report by the Alliance for Excellent Education offers a great summary of the current literature and contains concrete recommendations for state and district action. Also included at the bottom of this document is a list of other useful resources on adolescent literacy.

| |
|---|
| Published by: Alliance for Excellent Education in a report to Carnegie Corporation of New York |
| Date: 2004 |
| For more information: Alliance for Excellent Education |
| FULL REPORT: <i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i> by Gina Biancarosa and Catherine Snow of the Harvard Graduate School of Education, http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf |

American youth need strong literacy skills to succeed in school and life. Students who do not acquire these skills find themselves at a serious disadvantage in social settings, as civil participants, and in the working world. Yet, approximately eight million young people between fourth and twelfth grade struggle to read at grade level. Some 70 percent of older readers require some form of remediation. Very few of these older struggling readers need help to read the words on a page; their most common problem is that they are not able to comprehend what they read. Obviously, the challenge is not a small one.

Meeting the needs of struggling adolescent readers and writers is not simply an altruistic goal. The emotional, social, and public health costs of academic failure have been well documented, and the consequences of the national literacy crisis are too serious and far-reaching for us to ignore. Meeting these needs will require expanding the discussion of reading instruction from Reading First – acquiring grade-level reading skills by third grade – to Reading Next – acquiring the reading skills that can serve youth for a lifetime.

Recommendations from “Reading Next”

Based on a literature and research review, a panel of five nationally respected educators drew up this set of 15 recommendations aimed at improving middle and high school literacy achievement right now.

- **Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices.
- **Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
- **Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation.
- **Text-based collaborative learning**, which involves students interacting with one another around a variety of texts.
- **Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed.

- **Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics.
- **Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well at high school and beyond.
- **A technology component**, which includes technology as a tool for and a topic of literacy instruction.
- **Ongoing formative assessment** of students, which is informal, often daily assessment of how students are progressing under current instructional practices.
- **Extended time for literacy**, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes.
- **Professional development** that is both long term and ongoing.
- **Ongoing summative assessment** of students and programs, which is more formal and provides data that are reported for accountability and research purposes.
- **Teacher teams**, which are interdisciplinary teams that meet regularly to discuss students and align instruction.
- **Leadership**, which can come from the principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.
- **A comprehensive and coordinated literacy program**, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

Other Resources on Adolescent Literacy

Go to the Partnership for Reading Web site for Adolescent Literacy – Research Informing Practice: A Series of Workshops, <http://www.nifl.gov/partnershipforreading/adolescent/>.

For a look at what other states are doing on literacy, go to ECS State Literacy Programs: State Comparison Reports at <http://www.ecs.org/clearinghouse/35/81/3581.htm>.

See the June 2001 “Stateline” article by Kathy Christie titled “Lagging Literacy,” *Phi Delta Kappan*, <http://www.ecs.org/clearinghouse/27/16/2716.htm>.

Katy Anthes, an ECS policy analyst, compiled this ECS Highlights document.

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Helping State Leaders Shape Education Policy

Save the Children, New Mexico

Detailed description of all program components, whether in-school, after-school or during the summer:

A. For literacy components, the curricula used, daily activities and schedule, and any other information that will give a clear picture of the approach and design of that component;

Because future success hinges on the ability to understand, analyze and communicate complex information effectively, Save the Children has made literacy the main priority in our educational efforts. Building on the latest research from the emerging fields of after school education and youth development, our literacy program provides children with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills (books, learning materials, literacy games and computers) and the guidance and support they need to grow as readers. The overall objective of Save the Children's literacy efforts is to improve the reading skills of participating children and, specifically, to increase the percentage of participants who read at grade level or above.

Save the Children's supplemental literacy services provide struggling readers in kindergarten through eighth grade literacy training delivered by trained paraprofessionals. Programs are provided afterschool four days a week and also in the summer. In addition to after school and summer programs, Save the Children partners with elementary and middle schools to provide supplemental, in-school support. These services are intended to support each school's efforts to accelerate the literacy achievement of children currently reading below grade level and strengthen the literacy skills of beginning, emergent readers.

Our model literacy program curriculum consists of core activities that are carefully selected to enable us to increase the reading achievement of struggling readers through the use of trained paraprofessionals. The hallmarks of our literacy services are the "Literacy Block" and tutorials. The Literacy Block consists of activities that support increased reading achievement, including guided independent reading practice, fluency-building support and listening to books read aloud.

Literacy Block Core Activities:

Guided Independent Reading Practice: Young readers show significant improvement in skills and attitude when given opportunities for independent reading time. By third grade, independent reading time can be a child's most important vocabulary builder. Regular opportunities to read independently provide children with increased motivation for reading, knowledge about important concepts, vocabulary growth, and the ability to read fluently. Accelerated Reader (AR), a reading management software program, is used to monitor this guided reading practice. Staff ensures that children successfully read and understand the book before allowing them to take the AR quiz.

Fluency Building Support: Reading fluency is the ability to read aloud accurately, effortlessly and expressively. Fluency is important because more fluent readers have greater comprehension of the material they are reading. Reading fluently helps children with correct pronunciation, intonation, and phrasing and increases reading comprehension and confidence. Repeated readings are a way to help children recognize high-frequency words more easily and increase their fluency. Having children practice reading by rereading short passages aloud is one of the best ways to promote fluency.

Read-Alouds: Reading aloud to children at any age has many positive effects. Jim Trelease, author of *The Read-Aloud Handbook*, writes that reading aloud to children "stimulates their interest, their emotional development, their imagination and their language." The reasons for reading to children are many: to

increase their background knowledge about important concepts, familiarize them with many different types of books, increase their vocabulary, and to model fluent reading and a love for books.

Tutorials: Trained staff members also work with small groups of children identified by like need and level or provide one-on-one instruction. These tutorial activities address various sub-skills within the decoding process such as phonics use, sight word knowledge, and vocabulary growth. Phonics is very important because it allows children to figure out how to read words they may have never seen before by 1) applying certain phonetic rules and 2) generalizing from words they know how to read to new words. It is important for children to know the sounds of many combinations of letters in order to read efficiently. Being able to both sound out words using phonics and have a large number of known sight words supports children's ability to decode text with ease. These tutorials, which occur for 20-30 minutes, four to five days a week, for at least eight weeks, increase children's reading efficiency by addressing skill areas such as phonics, increased sight word knowledge, vocabulary growth and comprehension. The same children participate each day; children do not rotate through the program.

The Emergent Reader Literacy Block: The Emergent Reader Block is intended for kindergarten and first grade children who are not yet reading on their own and thus would not benefit from our regular Literacy Block activities such as guided independent reading practice and fluency building. Like the Literacy Block for older children, it can occur for one hour daily within Save the Children's afterschool and summer programs. Portions of the Emergent Reader Literacy Block can also be completed during the in-school program.

The Emergent Reader Literacy Block incorporates three core activities on a daily basis in the afterschool and summer programs: extended read-alouds, reading together activities and a choice of emergent reader modules. These activities were carefully selected based on the parameters of our model literacy program. The Emergent Reader Literacy Block is meant to be a supplemental provider of activities that will:

- 1) work, in partnership, with a school to increase the emergent reading behaviors of kindergarten and first grade children who are currently struggling to learn beginning reading skills
- 2) be implemented through the use of trained paraprofessionals

Extended Read-Alouds:

Reading to young children enhances their understanding of emergent reading skills such as rhyming, letter recognition, sound-symbol correspondence and beginning word recognition. In addition, reading aloud increases their background knowledge about important concepts, familiarizes them with many different types of books, increases their vocabulary, serves as a model for fluent reading behavior and fosters a love for books and reading. After the book has been read aloud, the children have an opportunity to extend their knowledge by participating in hands-on activities related to the skills and concepts in the book.

Reading Together Activities

Reading together is based on the concept of lap reading, the activity that occurs between a parent and a child in the home setting where the child sits on the parent's lap and they share a book together. In this activity, a group of young children sit on the floor in front of the adult who is using enlarged text so that all of the children can easily see the print. The adult reads aloud the first time as the children look at the print. Following that, over the course of several days, the adult and the children chorally read and reread the same text aloud together. Each day, after this repeated choral reading, the adult uses the text to help the children learn emergent reading skills and enhance vocabulary development by playing fun games with the letters and words.

A Choice of Emergent Reader Modules

Activities in the emergent reader modules provide active learning opportunities for mastering the basic skills that serve as a foundation for beginning reading success and address the following emergent literacy skills: phonemic awareness, letter recognition, sound-symbol correspondence and beginning sight words. A fifth

module, Shared Guided Reading, gives beginning readers an opportunity to practice all of the skills in the first four modules by reading authentic text with the support of an adult.

Each of the modules is designed to be conducted for a minimum of two weeks, four to five days a week, for approximately 15 minutes each day. Each module is limited to six children, all of whom will benefit from practice in a particular skill, based on the pre-assessment. All children in a module should be functioning at about the same skill level. The modules are designed not so much to teach, but to reinforce skills.

Afterschool Program

The Afterschool Program is comprised of a three part research based curriculum; the Literacy Block, physical activity and nutrition programming, and additional enrichment.

The Literacy Block provides children with one hour of reading practice daily that includes 30 minutes of structured reading, 20 minutes of fluency building, and an entertaining 10 minute read aloud period. For children in kindergarten and first grade who are having difficulty learning how to read, literacy activities (The Emergent Reader Literacy Block) targets beginning reading skills are available.

The physical activity and nutrition portion provides at least thirty minutes of continuous moderate to vigorous physical activity for each child. The curriculum is designed to ensure each child is active during the duration of the programming. Children are also served a healthy snack that generally includes fruits and vegetables from local farms.

The remaining program time is used for enrichment. The content is flexible in order to address the needs of each particular school. Many schools select homework help or math practice. Other schools use the time for arts, crafts, and music.

The Summer Program

The Literacy Block is also the heart of the summer program, incorporating three core activities on a daily basis: a read-aloud, guided independent reading practice using Accelerated Reader and fluency-building support. Since summer programs often take place for half- or whole-days, the Literacy Block is often extended to address additional time for read-alouds and fluency-building activities. The read-aloud can last as long as the interest of the children is maintained. During the summer, it often occurs for 30 minutes with additional time provided for extension activities. Fluency is another activity that can easily be extended in the summer from the usual 20 minute period. By having a period of 30 minutes or more, enriching vocabulary-building games can be incorporated using interesting words from the fluency text.

All summer sites receive *Alternatives to Worksheets* and *More Alternatives to Worksheets* by Creative Teaching Press. These books provide ready-to-use activities that encourage children to interact with a book on a deeper level. Activities can easily be selected for children to complete during a portion of the extra time that is allotted each day. These activities can also be placed in a station for children to complete if a rotation system occurs during the literacy portion of the summer program.

Additional literacy support is also provided through the reading tutorials. Summer programs are an opportune time to implement one or more of the reading tutorials that help support children's increased reading achievement. At present the tutorials address four skill areas: phonics, sight words, vocabulary and comprehension. More than one tutorial can occur within a given period of time or one tutorial can be administered to more than one group of children.

The physical activity and nutrition portion is also included in the Summer Literacy program. In addition, guest speakers, arts and crafts, cultural activities, and field trips are part of the program. Summer programming helps children maintain or enhance their valuable reading skills and knowledge gained over the school years and seeks to decrease summer reading loss.

In-School Program

In addition to afterschool and summer programs, Save the Children partners with elementary and middle schools to provide supplemental in-school support. Services, provided by paraprofessionals, are both direct and indirect, and are intended to support each school's efforts to 1) accelerate the literacy achievement of children currently reading below grade level expectations and 2) strengthen the literacy skills of beginning, emergent readers.

A site-based Literacy Coordinator and support staff provide direct service to children in a variety of ways. All of these supplemental services have been created by Save the Children and must be implemented by Save the Children's Literacy Coordinator or trained staff or volunteers. One or more of these supplemental services may be implemented during the school day.

In-school support provides reading software and books for use with struggling readers in grades 2-8 during the school day to provide additional time for guided independent reading practice, fluency building support and read-alouds. Emergent literacy activities are available for beginning readers.

Working with school staff members, children in grades 2-8 are carefully selected to participate in a daily guided independent reading practice program for 30 minutes of uninterrupted time, four to five days a week. Those children, whose reading achievement should improve with additional supported reading practice and are not able to receive this practice in their classrooms or in an afterschool program, are targeted for this intervention. The Literacy Coordinator and assistants work with the children in a location with easy access to the Accelerated Reader. Because these children are reading below grade level, adults work closely with them as they read and before they quiz to ensure that they will be successful. Children might receive help to select an appropriate book, to decode difficult words, and/or they might take part in discussions about the important parts of the book before taking an independent quiz. The same children participate each day; children do not rotate through the program.

B. For other components, the goals, activities, and proposed outcomes, including links if any to literacy development;

CHANGE Program

In connection with our Literacy Program, Save the Children has added a component to address the rising obesity prevalence in children. In response to the documented link between lack of proper nutrition and physical activity and children's inability to function and concentrate in and out of school, and to address the high rates of obesity among children in rural America, Save the Children has introduced CHANGE (Creating Healthy, Active, Nurturing Growing-up Environments) program. Through the CHANGE Program, children learn basic principles of healthy living and become positive change agents for their parents at home and their peers at school and in their community.

The CHANGE program provides boys and girls with 30 minutes of moderate-to-vigorous activity daily in a structured, interactive, fun program. CHANGE programming is delivered both during the school day at schools that do not have physical education funding, and also at our after school and summer literacy programs. Healthy snacks are distributed to all students participating in after school and summer literacy programs. With the addition of the CHANGE Program, Save the Children is making a positive contribution

not only in improving the educational outcomes for school aged children, but also working to stem the rising rates of obesity in high-risk rural children who participate in our programs

Indirect Services

Indirect service refers to the additional support that is provided to a school by partnering with Save the Children. It may involve the purchase of resources or the implementation of services that benefit all students in the school, not just those receiving direct services. The following serve as examples of indirect services:

Resources

A school-wide license for Renaissance Learning's web-based software, Renaissance Place, which includes:

- Accelerated Reader (AR), which is a tool used for guided independent reading practice. It allows children to read leveled books of their choice and take computerized quizzes which measure their comprehension. Literacy Coordinators and other staff can use the software to monitor children's progress and ensure that they receive the appropriate level of challenge and support.
- STAR Reading Assessment (SR), provides a norm-referenced, standardized assessment that determines children's initial reading proficiency, identifies a range of books for successful independent reading practice and monitors individual progress through periodic re-tests.
- Fluent Reader (FR) software, used at some sites, helps adults intervene with struggling readers to improve their fluency and overall reading achievement by encouraging and managing modeled and repeated oral reading with self-monitoring and information feedback.
- Hosting of Renaissance Place (to be hosted on servers at Renaissance Learning's secure data facility)
- Renaissance Learning implementation support for Renaissance Place, including the transfer of historical data to the new Renaissance Place web-based software
- Renaissance Learning technical support

Services

- Helping select and purchase AR books for the library
- Labeling new AR books by interest and difficulty level
- Displaying AR books in an attractive and efficient manner
- Supporting school staff in the use of Accelerated Reader (AR)
- Supporting school staff in the use of STAR Reading (SR)

Save the Children Staff will do an assessment on the library and depending on the situation will address the needs and support the school in selecting and purchasing Accelerated Reader books. In addition, each school receives at least one shipment per year of books provided by Scholastic Publishing Company. These books are used in multiple ways to support the children at each school. Some are used to support individual teacher classroom, libraries, and some are used to provide books for children's home libraries.

C. Staff professional development activities, including the professional qualifications of the trainer and where training was provided

In 2005-2006, on average, staff and volunteers involved in literacy programs at each school received 43 hours of training from Save the Children on program implementation and 10 hours of coaching by Renaissance Learning specialists in the use of STAR and Accelerated Reader. This was supplemented by an average of 22 hours of technical assistance focused on literacy programming. Program Literacy Coordinators will receive a minimum of 25 hours of training from our field office and home office literacy staff. From all sources, an average of 75 hours of support was provided to the staff in each model literacy program. Trainings occur both at Save the Children offices and at the partner sites.

The literacy specialist, who works directly with the school staff, is responsible for providing technical leadership, support and guidance to program sites in the design, implementation, and monitoring of our literacy services. Ways that literacy specialists support coordinators and assistants include: visiting sites regularly, providing technical assistance via telephone and e-mail when not on-site, and developing and implementing training activities. They also identify and develop solutions and approaches to help improve literacy results for children. Literacy specialists must have a Master's degree in education.

D. How does Save the Children's staff and programs communicate and articulate with regular school staff and curricula?

From our perspective, school is one of the most important institutions of change in the lives of rural children. Therefore, Save the Children seeks out partnerships with schools to run its model literacy program. Instead of creating a separate parallel literacy effort, we invest our programmatic resources into strengthening our partner schools. Our goal is to create a synergistic effect in conjunction with a school that is ultimately greater than the sum of each of our own individual efforts. Examples of our collaboration include upgrading computer labs, expanding libraries, and providing valuable training to teachers and administrators.

A fundamental characteristic of Save the Children's literacy program operations therefore is to build and maintain cooperative and constructive relationships with teachers, principals and superintendents. Save the Children has experience coordinating afterschool and summer literacy activities with the institutional infrastructure of rural elementary and middle schools. Not only do we regularly consult with teachers, we often employ those interested to staff the afterschool and summer program.

We support school's language art instruction both through our literacy block as well as through in-school tutoring. Our literacy block provides children with vital reading practice that reinforces what they are taught during the day. We also provide at each of our New Mexico sites in-school tutoring assistance that is coordinated with teachers to target struggling readers. Our program's literacy coordinator talks with teachers, identifies students, and pulls them out at agreed upon times during the school day for tutoring help.

Our program is designed to compliment the district's prevailing instructional and curricular approach to teaching language arts. During daytime instruction, children are taught the mechanics of how to read. Our literacy program provides an opportunity to practice reading. As structured reading practice, we seek to leverage the instructional reading efforts made during the school day through our reading practice. Therefore, while we do not replicate the school curriculum, we work in synergy to strengthen it.

E. Evaluation design, instruments used, and name of the evaluator

Ongoing research and evaluation of Save the Children's programs allow us to recognize our successes, learn what works, and what is most cost-effective in different environments, and help us to continually improve programs to maximize school success. We track a number of program performance indicators, including attendance, the number of books read, the number of Renaissance Learning Accelerated Reader quizzes passed, and year-long reading improvement. All data for the literacy program will be collected using a web-based data collection system used by national and program staff to monitor demographic, participation and evaluation data for participating Children. Once a year, we contract an outside evaluation company, Policy Studies Associates, Inc. to review our national program's performance. Policy Studies Associates, Inc. conducts high quality evaluation, research and policy analysis on issues of education and youth development.

Detailed description of literacy program evaluation

To determine if school-aged children living in poor rural communities are improving their educational outcomes Save the Children will annually assess the extent to which participating children are accelerating

their literacy growth. Two outcome measures will be used to measure that growth: 1) the percent of children who have significantly accelerated their literacy growth, and 2) the percent of children reading at grade level.

At the beginning of the program, participants take a standardized reading test.¹ The measure of reading proficiency used in our evaluations is the STAR Reading assessment, a standardized test that children participating in the Accelerated Reader program complete three times per year. The STAR is a standardized, norm referenced test appropriate for children in grades 1-12 and is published by Renaissance Learning, the developers of the Accelerated Reading program. The test is administered on a computer and is adaptive, adjusting the difficulty of each question based on how well the child performed on preceding questions.

The computer software that administers the STAR Reading assessment scores each child's reading proficiency relative to national norms. An important characteristic of the method used to compute the STAR Reading assessment results is that the child's grade level and the month of school within the grade are factored into the scores. The performance of the child is estimated against a national sample of children in the same grade level and month of school. This method of scaling test scores enables us to identify significant progress. Specifically, an increase in of 2 or more % NCE scores on the STAR Reading assessment represents an increase in reading proficiency beyond what would be expected from maturation and simply attending school for the period of time between assessments. In order to produce valid results, the minimal interval time between assessments is 90 days.

The STAR Reading test identifies the test taker's current reading level. Often children may read several grades below their current grade in school. The STAR Reading test therefore allows our program to tailor its approach to match actual versus assumed reading levels on an individual basis. With the reading level ascertained, books appropriate for an individual child are identified.

Using the Accelerated Reader coding system, an appropriate range of books is provided. As reading skills improve, the level of reading material difficulty also increases. After every book is read, a child takes a corresponding quiz developed by Renaissance Learning to evaluate reading comprehension. The results of those quizzes are tabulated and used to monitor progress throughout the school year. On average participants take 64 quizzes during the school year; with the criteria for passing a quiz is answering 60% of the questions correctly.

Another measure of children's involvement in literacy learning activities is the number of books they read while participating in the literacy program during the school year. The goal of the literacy programs is children on average to read 25 or more books during the school year.

Finally, we administer the STAR Reading test at the end of the school year to measure reading improvement. We strive to, at a minimum, show quantitative literacy improvement that exceeds the progress a child would achieve by attending school alone. By using NCE's [Normal Curve Equivalent], we create a standardized score that makes it possible to compare scores across grades and to compute statistics that describe the performance of the individual and a group of students.

In-School Tutorials

Children are assessed individually on their knowledge of the sub-skills. Participants take a pre-tutorial assessment which is recorded. Each child's progress is assessed regularly, weekly in many instances. After eight weeks of tutorials, children are given a post-test and their individual growth is identified. Assessment materials are generated from the Save the Children Literacy and Education Specialists. All of these supplemental assessments have been created by Save the Children Literacy Specialists and must be implemented by each programs Literacy Coordinator or trained staff or volunteers.

¹ The STAR reading test is created by Renaissance Learning.

National Evaluation Results 2005-2006

Our national program results from the past three school years found that our supplemental literacy program is effective at producing statistically significant gains in the reading levels of regular participants. In the 2005-2006 school year, the percent of children reading at or above grade level increased from 21.8 to 27.3 percent, a statistically significant gain. Additionally, 54% of children assessed were shown to be making greater gains in reading proficiency than would be expected if they were just attending school. The fact that many of our programs were still in start up phases at the time, makes these gains even more impressive.

To set our results in a greater context, research conducted by the National Assessment of Educational Proficiency (NAEP) from 1992-2005 found that fourth grade reading scores have remained fairly stable, despite national and local efforts to improve reading instruction. In addition, most evaluations of out of school programs found no significant impact on reading scores². Taken together, the NAEP results and the evaluation literature on out of school time programs demonstrate the inherent difficulty in increasing reading levels.

Placed in this context, the gains made by the children attending Save the Children's literacy programs are even more impressive, clearly represent and improvement over national trends, and clearly demonstrate that we have the potential to narrow the literacy gap in rural America.

| Summary of Literacy Program Results | 2005-2006 | 2004-2005 | 2003-2004 |
|---|------------------|------------------|------------------|
| Number of Children Participating | 6,650 | 3,735 | 1,764 |
| % of Quizzes Passed* | 89 | 88 | 85 |
| % of Children who Increased Their Reading Skill Level by 2 NCEs** or more | 54 | 48 | *** |
| Increase in the % of Children Reading at or Above Grade Level | 5.5% | 5% | 4% |

*Accelerated reader quizzes test the reading progress of students

**NCE score is a standardized score (based on a normal distribution) that makes it possible to compare scores across grades and to compute statistics that describe the performance of a group of students, such as average scores, that are not possible using other ways of expressing test scores.

***No Data Available

F. The process used for selecting participating school sites.

Save the Children works in areas of persistent rural poverty. We use the following criteria when selecting participating schools sites:

- Free and Reduced Lunch Index: Schools must have 70% or greater children who qualify for the federal free or reduced lunch program;
- Community Demographics: Schools need to be located in impoverished rural communities, (Rural is defined as sparsely populated communities where geographic isolation and poverty are so intense that access to advanced technology, highly-qualified teachers, supplemental tutoring services, and even books and fresh, healthy food is limited. While this by no means describes all rural areas, it does describe the rural communities in which we operate.)
- Student Demographics: Children age 6-12;
- Literacy Levels: Students must be reading one-three grade levels below there current grade.

In addition, in order to be confident of program success, Save the Children does a site specific analysis with the partner sites. This includes a technology assessment; looking at the administrative capacity to work with

² Kane, Thomas J. "The Impact of After School Programs: Learning the Lessons from Four Recent Evaluations." W.T. Grant Foundation Working Paper. January 2004

us, researching school facilities and understanding transportation matters. Save the Children also takes into consideration the status with the Department of Education, the Education Plan for Student Success and the School Improvement Plan.

New Mexico, Save the Children Schools

FY 2006-2007 New Mexico, Save the Children School Summary

| FY 2006-2007 New Mexico Save the Children School Summary | | | | | | |
|---|-----------------|--------------------|--|---|--|--|
| Program | Literacy | Afterschool | Afterschool Targeted Grade Ranges | Total # of Children who attended | | |
| Ashiwi Elementary | x | x | 3-4 | 72 | | |
| Cubero Elementary | x | x | 2-6 | 94 | | |
| Dowa Yalanne Elementary | x | x | 3-4 | 92 | | |
| Laguna Acoma Junior High School | x | x | Age 12-14 | 56 | | |
| Newcomb Elementary School | x | x | 2-5 | 197 | | |
| Ojo Amarillo Elementary | x | x | 3-6 | 55 | | |
| Zuni Intermediate School | x | x | 5-6 | 48 | | |
| Zuni Middle School | x | x | 7-8 | 128 | | |
| Crownpoint Middle School | x | x | 6-8 | 85 | | |
| Crownpoint Community School | x | x | 1-5 | 110 | | |
| Crownpoint Elementary School | x | x | 2-5 | 109 | | |
| Newcomb Middle School | x | x | 6-8 | 80 | | |

| Program | Literacy | Afterschool | Afterschool Targeted Grade Ranges | Total # of Children attended afterschool | In-school | Total# of Children In-School |
|--------------------------|-----------------|--------------------|--|---|------------------|-------------------------------------|
| Laguna Elementary | x | x | K-5 | 116 | x | 73 |
| St Joseph Mission School | x | x | Pre K - 8 | 69 | x | 23 |

FY 07-08 New Mexico School Partner Plan

FY 2007-2008 New Mexico Save the Children Schools Plan

| After School Program | Literacy | CHANGE | Start Date | End Date | Target Grade Level | Number of Staff |
|---------------------------------|----------|--------|------------|----------|--------------------|-----------------|
| Ashiwi Elementary | x | x | 09.04.07 | 05.23.08 | Gr 3-5 | 5 |
| Cubero Elementary | x | x | 08.27.07 | 05.23.08 | Gr 2-6 | 4 |
| Dowa Yalanne Elementary | x | x | 09.04.07 | 05.23.08 | Gr 2-3 | 5 |
| Laguna Acoma Junior High School | x | x | 09.04.07 | 05.22.08 | Gr 7-8 | 3 |
| Newcomb Elementary School | x | x | 08.27.07 | 05.23.08 | Gr 6-8 | 4 |
| Ojo Amarillo Elementary | x | x | 08.27.07 | 05.23.08 | Gr 1-6 | 4 |
| Zuni Intermediate School | x | x | | | Gr 5-6 | |
| Zuni Middle School | x | x | 08.27.07 | 05.23.08 | Gr 7 | 4 |
| Crownpoint Middle School | x | x | 08.27.07 | 05.22.08 | Gr 6-8 | 4 |
| Crownpoint Community School | | | | | K-8 | |
| Crownpoint Elementary School | x | | 09.04.07 | 05.16.08 | Gr 2-5 | 4 |
| Laguna Elementary | x | | 08.27.07 | 05.15.08 | Gr 1-5 | 5 |
| Newcomb Middle School | x | | 08.27.07 | 05.23.08 | Gr 6 - 8 | 4 |
| St Joseph Mission School | x | | 09.11.07 | 05.15.08 | PreK-8 | 4 |

| In-School School Program | Literacy | | Start Date | End Date | Target Grade Level | Number of Staff |
|---------------------------------|----------|--|------------|----------|--------------------|-----------------|
| Ashiwi Elementary | x | | 09.04.07 | 05.23.08 | Gr 3-5 | 1 |
| Cubero Elementary | x | | 08.27.07 | 05.23.08 | Gr 2-6 | 1 |
| Dowa Yalanne Elementary | x | | 09.04.07 | 05.23.08 | Gr 3-4 | 1 |
| Laguna Acoma Junior High School | x | | 09.04.07 | 05.22.08 | Gr 7-8 | 1 |
| Newcomb Elementary School | x | | 08.27.07 | 05.23.08 | Gr 6-7 | 1 |
| Ojo Amarillo Elementary | x | | 08.27.07 | 05.23.08 | Gr 2-3 | 1 |
| Zuni Intermediate School | x | | | | Gr 5-6 | |
| Zuni Middle School | x | | 08.27.07 | 05.23.08 | Gr 7 | 1 |
| Crownpoint Middle School | x | | 08.27.07 | 05.22.08 | Gr 6-8 | 1 |
| Crownpoint Community School | | | | | K-8 | |
| Crownpoint Elementary School | x | | 09.04.07 | 05.16.08 | Gr 2-5 | 1 |
| Laguna Elementary | x | | 08.27.07 | 05.15.08 | K-5 | 2 |
| Newcomb Middle School | x | | 08.27.07 | 05.23.08 | Gr 6 - 7 | 1 |
| St Joseph Mission School | x | | 09.11.07 | 05.15.08 | PreK-8 | 1 |

| Summer School Program | Literacy | CHANGE | Start Date | End Date | Target Grade Level | Number of Staff |
|---------------------------------|----------|--------|------------|----------|--------------------|-----------------|
| Ashiwi Elementary | x | x | 06.02.08 | 07.03.08 | Gr 3-5 | 9 |
| Cubero Elementary | x | x | 06.09.08 | 07.10.08 | Gr 2-6 | 3 |
| Dowa Yalanne Elementary | x | x | 06.03.08 | 06.27.08 | Gr 2-3 | 5 |
| Laguna Acoma Junior High School | x | x | 06.09.08 | 07.10.08 | Gr 7-8 | 3 |
| Newcomb Elementary School | x | x | 06.02.08 | 07.03.08 | Gr 6-8 | 4 |
| Ojo Amarillo Elementary | x | x | 06.09.08 | 07.18.08 | Gr 1-6 | 1 |
| Zuni Intermediate School | x | x | | | Gr 5-6 | |
| Zuni Middle School | x | x | 06.02.08 | 07.02.08 | Gr 7 | 4 |
| Crownpoint Middle School | x | x | 06.02.08 | 06.26.08 | Gr 6-8 | 4 |
| Crownpoint Community School | | | | | K-8 | |
| Crownpoint Elementary School | x | | 06.02.08 | 07.04.08 | Gr 2-5 | 6 |
| Laguna Elementary | x | | 06.09.08 | 07.10.08 | Gr 1-4 | 5 |
| Newcomb Middle School | x | | 06.02.08 | 07.03.08 | Gr 6 - 8 | 4 |
| St Joseph Mission School | x | x | 06.16.08 | 07.17.08 | PreK-8 | 4 |

c. Name of the responsible staff member at the school;

e. Budget summary for each fiscal year the school has had a program; including both state funds and the Save the Children match; (FY06-07 Budget Proposal attached document)

FY 2005-2006, Save the Children received \$1,000,000 from the Public Department of Education in state funding and provided a \$500,000 match. In FY 2006-2007, Save the Children received \$500,000 in state funding and provided a \$500,000 match. Unfortunately, going forward we are unable to continue a 1:1 match in order to sustain our programs in New Mexico.

| Program | Site Supervisor/Staff Member | Total Budget |
|---------------------------------|------------------------------|--------------|
| Ashiwi Elementary | Karen L. Freedle | \$87,880.75 |
| Cubero Elementary | Alton A. Autrey Jr. | \$83,854.00 |
| Dowa Yalanne Elementary | Caroline Ukestine | \$85,027.00 |
| Laguna Acoma Junior High School | Dianna Myers | \$90,074.70 |
| Newcomb Elementary School | Abena McNeely | \$86,667.74 |
| Ojo Amarillo Elementary | Alice R. Lewis | \$85,891.00 |
| Zuni Intermediate School | Kevin Goddard | \$89,097.00 |
| Zuni Middle School | Terri Sebastian | \$87,289.00 |
| Crownpoint Middle School | Rick Braden | \$88,419.00 |
| Crownpoint Community School | Loretta Lynch | \$84,389.00 |
| Crownpoint Elementary School | Jackie Gilman | \$87,909.00 |
| Laguna Elementary | Brenda Kohfal | \$93,702.00 |
| Newcomb Middle School | Sean Bekis | \$84,264.00 |
| St Joseph Mission School | Jeanette Garcia | \$75,000.00 |

f. Evaluation results by site and program component.

The evaluation results for the 2006-2007 school year will be released on October 1, 2007. Below is a copy of the 2005-2006 Literacy Program results for the two program sites that we had in operation in New Mexico.

| Within Year Change in Reading Proficiency, New Mexico Programs 2005-2006 | | | | | | | | | |
|--|------------------------|-------------------------------------|--------------------------|--|--|---|--|-----------------------------|-------------------------|
| Program | Students Participating | Average Change in STAR Score (NCEs) | % Gaining 2 NCEs or more | % Reading above grade Level (50 NCEs or Above) Initial STAR | % Reading above grade Level (50 NCEs or Above) Final STAR | Change in % of participants reading above grade level | Average Number of AR quizzes attempted | Average % of quizzes passed | Average # of books Read |
| Laguna Elementary | 141 | 6.5 | 60 | 14 | 21 | 7 | 91 | 86 | 91 |
| St. Joseph Mission | 77 | 8.8 | 56 | 38 | 63 | 25 | 52 | 94 | 52 |

In comparison to our national evaluation results, New Mexico schools did very well. On average, nationally, 5.5% of children increased their reading to above grade level with New Mexico schools showing a 7%, 25% increase. 60% and 56% gained 2 NCEs or more in both New Mexico programs with the national average increase of 54%. In addition, nationally our goal is for children to read an average of 25 books a year, New Mexico Schools surpassed this with the average number of books read; 91, 52 books at each school.

3. Explanation of changes in the list of participating schools, if any, from year to year;

Since we launched our programs in New Mexico, we have expanded our programs from 2 -14 schools. The 2 original schools have continued to be Save the Children partners.

4. A short timetable of Save the Children's contracting process with the Public Education Department, indicating when state funds became available each year and the time required to get the program up and running.

5. Lessons learned to date based on successes and challenges either in the field or dealing with state agencies.

Successes:

- It goes without saying that the biggest success is the increased reading achievement of the struggling readers we serve. Associated with this is the children's excitement about reading and feelings of self-worth.
- Our ability to integrate physical activity with literacy to support children's health and well being has been crucial. We find combining our physical activity and literacy activities in the afterschool program to be a sure formula for success.

Challenges:

- Our biggest challenge to date has been dealing with the on going problems with transportation with our afterschool program. We could serve many more children if revenue was provided for buses to transport the children after the daily program
- Because of the rural areas in which we work, one challenge has been finding adequate staff to support our afterschool and in school programs. Even using paraprofessionals, we are often in areas that are so remote that it is difficult to find qualified adults who are able to serve in this capacity.

What Works Clearinghouse



Beginning Reading

April 23, 2007

Accelerated Reader/Reading Renaissance

Program description The *Accelerated Reader/Reading Renaissance* program (now called *Accelerated Reader Best Classroom Practices*) is a guided reading intervention in which teachers direct student reading of text. It involves two components. *Reading Renaissance*, the first component, is a set of recommended principles on guided reading (or teachers' direction of students' interactions with text).

Accelerated Reader (AR), the second component, is a computer program that facilitates reading practice by providing students and teachers feedback from quizzes based on the books the students read. The program gives students opportunity to practice reading books at their level, provides feedback on student comprehension of books, and helps students establish goals for their reading.

Research One study of *Accelerated Reader/Reading Renaissance* met the What Works Clearinghouse (WWC) evidence standards. The study included 910 students from grades K to 3 attending 11 schools in a southern school district in the United States.¹

The WWC considers the extent of evidence for *Accelerated Reader/Reading Renaissance* to be small for comprehension and for general reading achievement. No studies that met WWC standards with or without reservations addressed alphabets or fluency.

Effectiveness *Accelerated Reader/Reading Renaissance* was found to have potentially positive effects on comprehension and general reading achievement.

| | Alphabets | Fluency | Comprehension | General reading achievement |
|--------------------------------|-----------|---------|------------------------------|---|
| Rating of effectiveness | na | na | Potentially positive effects | Potentially positive effects |
| Improvement index ² | na | na | +12 percentile points | Average: +17 percentile points Range: +10 to +25 percentile points |

na = not applicable

1. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
2. These numbers show the average and range of improvement indices for all findings across the study.